REPORT RESUMES

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ELEMENTARY GUIDANCE--THE DEVELOPMENTALLY CENTERED AND THE CRISIS CENTERED APPROACHES, A REPORT OF THE ANNUAL ALL OHIO ELEMENTARY SCHOOL GUIDANCE CONFERENCE (6TH, TIPP CITY, NOVEMBER 11, 1966).

BY- BAKER, ROY HALEY, MARGARET

TIPP CITY SCHOOLS, OHIO

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THE PUBLICATION INCLUDES THE SPEECHES OF THE TWO KEYNOTE SPEAKERS, A PROGRESS REPORT OF THE OHIO ELEMENTARY SCHOOL PILOT PROJECTS, AND THE SUMMARIES OF NINE WORK-GROUP SESSIONS. THE TOPICS PRESENTED ARE--IMPLEMENTING DEMOCRACY IN THE CLASSROOM, WORKING WITH GROUPS IN THE CLASSROOM, TESTING IN THE ELEMENTARY SCHOOL, PLAY THERAPY IN THE ELEMENTARY SCHOOL, CHILD DEVELOPMENT AND THE CHILD STUDY PROGRAM, CHILD STUDY IN ACTION, ADLERIAN PSYCHOLOGY IN THE CLASSROOM, MENTAL HEALTH IN THE CLASSROOM, PARENT-TEACHER CONFERENCES, AND COORDINATION AND PERCEPTUAL PROBLEMS IN LEARNING. (AO)

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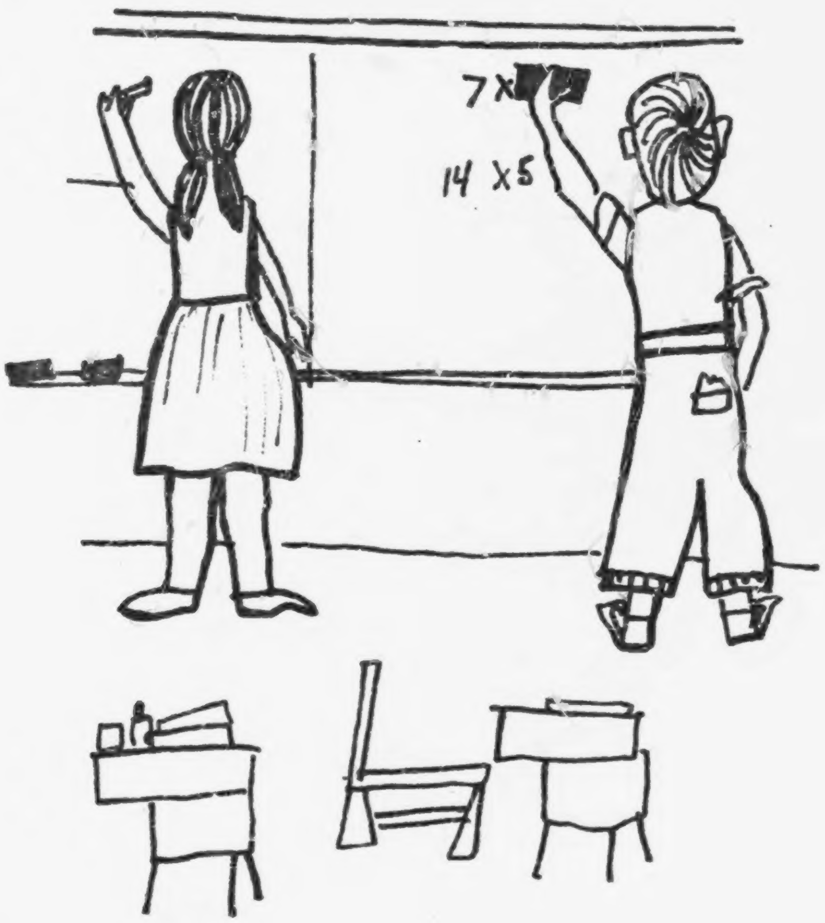
REPORT OF
The Sixth Annual All Ohio Elementary School
Guidance Conference

sponsored by

Tipp City Exempted Village Schools
The Ohio School Counselors Association
And Division Of Guidance And Testing
Ohio Department Of Education

"ELEMENTARY GUIDANCE: THE DEVELOPMENTALLY CENTERED AND THE CRISIS CENTERED APPROACHES"



TIPP CITY SCHOOLS

November 11, 1966

CG 000 110

FOREWORD

"Elementary Guidance: The Developmentally Centered and the Crisis Centered Approaches" was the theme chosen for the Sixth Annual All Ohio Elementary School Guidance Conference held Friday, November 11, 1966. The Tipp City Exempted Village Schools, Tipp City, Ohio served as host for the conference as well as being a conference co-sponsor along with the Ohio School Counselors Association, and the Division of Guidance and Testing, Ohio Department of Education.

The afternoon and evening keynote speakers were Dr. Rudolph Dreikurs, Director, Alfred Adler Institute, Chicago, and Dr. George E. Hill, Distinguished Professor of Education, Ohio University, Athens. Both of their presentations are included in this publication. In addition there are also included summaries of the nine afternoon workgroup sessions, welcome and greetings, introductions, remarks, and a progress report of the Ohio elementary school guidance pilot projects. Names of the planning and other conference committees, the identification of sponsoring groups, and a copy of the program agenda are reported.

Miss Margaret Haley, Elementary School Counselor, Tipp City Schools, and Mr. Roy Baker, Principal, Broadway Elementary School, Tipp City were Co-chairmen of the Conference. Mr. Alfred Scarberry, Director of Guidance, Tipp City Schools, presided at the general sessions. Mr. Michael Shelley, Coordinator, Elementary School Guidance, Division of Guidance and Testing, Ohio Department of Education supervised the preparation of this report. Mrs. Shirley Litteral of the Guidance Services Staff was typist.

Approximately 600 were in attendance at the conference which established an all-time high. Of special interest to the conference planners was that representatives from six other states were attracted to the program. Enthusiasm for, and satisfaction with, the conference were indicated in the evaluation statements. Two of these read, "I have been to every Elementary Guidance Conference. This was by far the best I have attended," and "A well organized day by a group of hard working people. Tipp City and Ohio can be very proud."

Charles E. Weaver

Charles E. Weaver
State Supervisor, Guidance Services
and Advisor
Sixth Annual All Ohio Elementary
School Guidance Conference

CEW/sjl
January 1967

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Elementary School Guidance, Ohio Department of Education

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THE SIXTH ANNUAL ALL OHIO
ELEMENTARY SCHOOL GUIDANCE CONFERENCE
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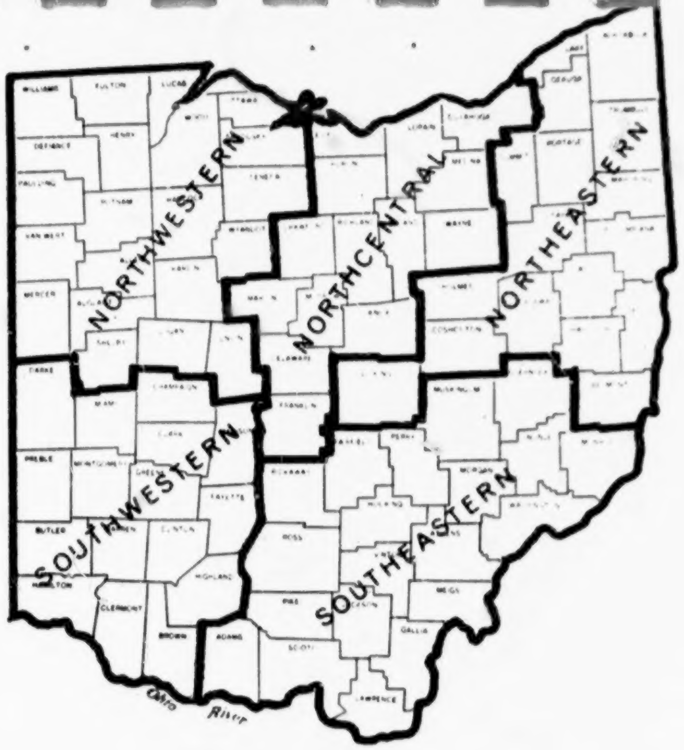
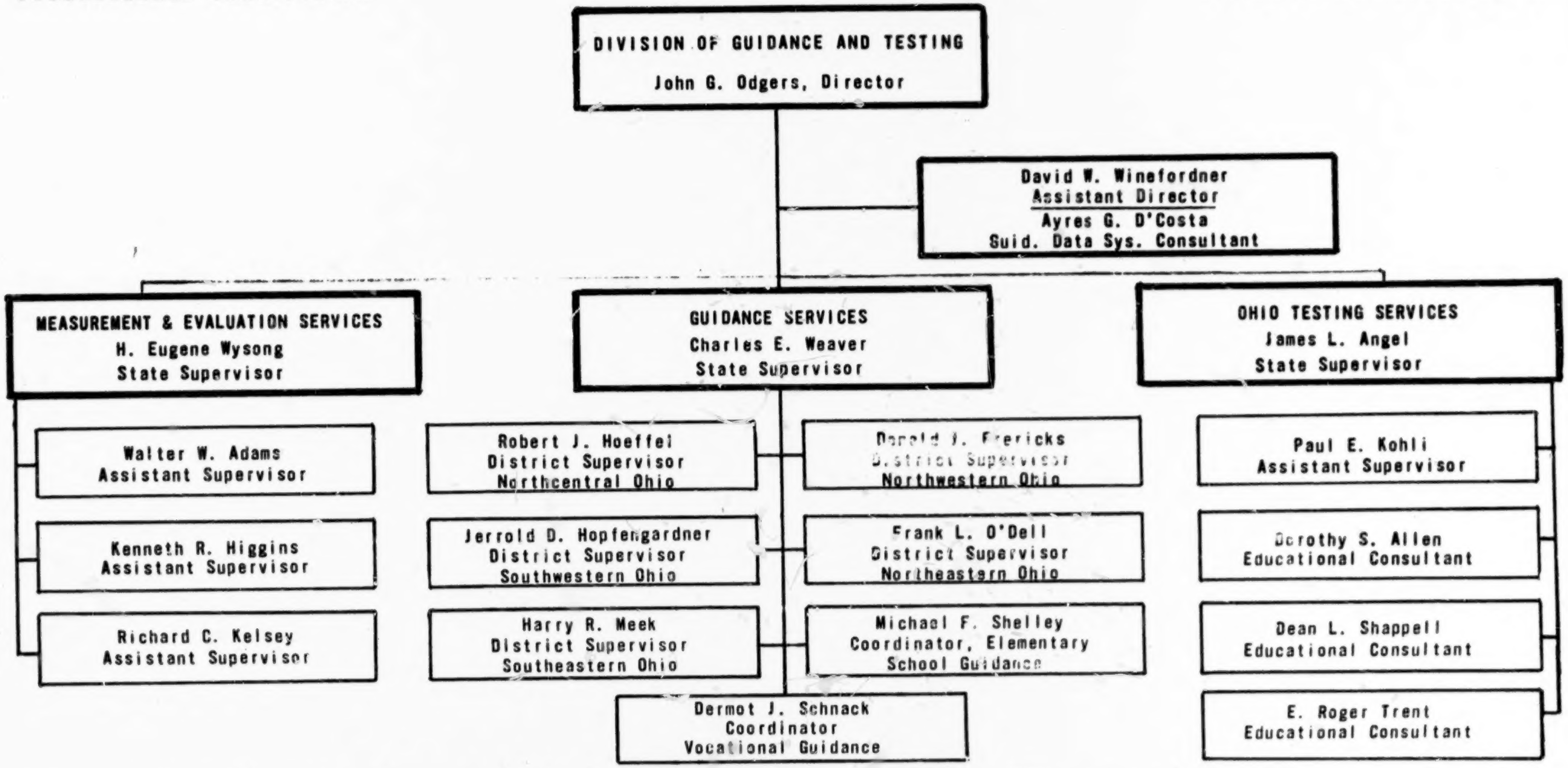
The Division of Guidance and Testing, State Department of Education, provides assistance to Ohio schools in the development of adequate guidance, counseling, and testing programs. Services provided include:

- Consultation
- Inservice Education
- Research and Evaluation
- Publications
- Identification and Use of Resources
- Promotion of State and Area Professional Organizations
- Coordination of Statewide Professional Conferences



The Division of Guidance and Testing cooperates with other Divisions of the State Department of Education and with non-school agencies on projects of mutual concern such as:

- Audio-Visual Workshops
- Supervisory Conferences
- Vocational Surveys
- Research
- Development of Criteria For Counselor Certification
- High School Equivalency Testing Program
- Pre-service Education of Teachers and Counselors



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Educational Consultant

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OFFICIAL PROGRAM

12:30-2:00........................REGISTRATION

Refreshments in Broadway School Lobby

1:40-2:00........................Organ Prelude
Miss Kathy Aubry
Eighth Grade Student

2:00-3:30........................OPENING SESSION
Broadway School Auditorium

Presiding......................Mr. Alfred Scarberry
Director of Guidance
Tipp City Schools

Welcome and Greetings.........Mr. Robert Ritchie
Superintendent
Tipp City Schools

Introductions..................Dr. Charles E. Weaver
Supervisor, Division of
Guidance & Testing
Guidance Services Section
Ohio Department of Education

Overview of Activities..........Mr. Roy Baker
Principal
Broadway School

Introduction of Speaker.........Dr. Eugene Wade
Professor of Education
Wright State University

Keynote Address...............Dr. Rudolph Dreikurs, Director
Alfred Adler Institute
Professor of Psychiatry
Chicago Medical School

"IMPLEMENTING DEMOCRACY IN THE CLASSROOM"

Directions and Announcements...Mr. Roy Baker

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OFFICIAL PROGRAM (Continued)

3:50-5:50........................GENERAL SESSION

I. WORKING WITH GROUPS IN THE CLASSROOM

Dr. D. A. Thomas, Chairman
Psychiatrist
Piqua, Ohio

Mr. Bob Richards
Teacher
Tipp City Schools

Dr. Rudolph Dreikurs, (Consultant)
Director, Alfred Adler Institute
Professor of Psychiatry, Chicago Medical School

II. TESTING IN THE ELEMENTARY SCHOOL

Dr. Ellis Joseph, Chairman
Professor of Education
University of Dayton

Mr. John English
Teacher
Tipp City Schools

Dr. George Hill, (Consultant)
Distinguished Professor of Education
Department of Guidance and Counseling
Ohio University

III. PLAY THERAPY IN THE ELEMENTARY SCHOOL

Mr. Larry Gorrell, Chairman
Director of Guidance
Troy High School

Mrs. Nancy Yarger
Teacher
Tipp City Schools

Dr. Don Davis, (Consultant)
Guidance and Counseling Department
Western Michigan University

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OFFICIAL PROGRAM (Continued)

IV. CHILD DEVELOPMENT AND THE CHILD STUDY PROGRAM

Miss Ruth Bowers, Chairman
Counselor
Troy High School

Mrs. Albina Knox
Teacher
Tipp City Schools

Dr. J. D. Goering, (Consultant)
Child Study Institute
University of Maryland

V. CHILD STUDY IN ACTION

Mrs. Evelyn Howard, Chairman
Counselor
Bellbrook High School

Miss Donna Sotzing
Teacher
Tipp City Schools

Mrs. Margaret Shafer, (Consultant)
Teacher
Tipp City Schools

VI. ADLERIAN PSYCHOLOGY IN THE CLASSROOM

Mr. Keith Wiggins, Chairman
Counselor
Mad River High School

Mrs. Oliver Kessler
Teacher
Tipp City Schools

Dr. Eugene Wade, (Consultant)
Professor of Education
Wright State University

VII. MENTAL HEALTH IN THE CLASSROOM

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OFFICIAL PROGRAM (Continued)

Dr. Darwin Hunt, Chairman
Associate Professor of Psychology
University of Dayton

Mr. Sam Dean
Teacher
Tipp City Schools

Miss Margaret Haley, (Consultant)
Elementary Counselor
Tipp City Schools

VIII. PARENT-TEACHER CONFERENCES

Mr. William Bechtol, Chairman
Project Director of Ungraded School Study
Tipp City Schools

Miss Sue Ann Mitchell
Teacher
Tipp City Schools

Mrs. Martha Noffsinger
Teacher
Tipp City Schools

Mrs. Ruth White
Teacher
Tipp City Schools

Mrs. Dorothy Zimmerman, (Consultant)
Teacher
Tipp City Schools

IX. COORDINATION AND PERCEPTUAL PROBLEMS IN LEARNING

Dr. Norman Gilbert
Professor of Education
Wittenberg University

Mr. Tom Hehmeyer
Teacher
Tipp City Schools

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OFFICIAL PROGRAM (Continued)

XI. COORDINATION AND PERCEPTUAL PROBLEMS IN LEARNING (Cont.)

Mrs. Karol Lee, (Consultant)
Body Management Instructor
Dayton City Schools

6:10-7:10........................BANQUET

Presiding.......................Mr. Alfred Scarberry

Remarks.........................Mr. Walter Davidson, President
Ohio School Counselors Association
Director of Guidance
Fostoria High School

REPORT OF ELEMENTARY SCHOOL GUIDANCE PILOT PROJECTS

Mr. Michael F. Shelley, Coordinator
Elementary School Guidance
Division of Guidance and Testing
Ohio Department of Education

Music...........................Nevin Coppock Sixth Grade Chorus
Mrs. Margaret Thomson, Director

Main Speaker....................Dr. George Hill
Distinguished Professor of Education
Ohio University

Closing Remarks.................Dr. Charles Weaver

OPENING SESSION

PRESIDING

Mr. Alfred Scarberry
Director of Guidance
Tipp City Schools

Good afternoon ladies and gentlemen. We are most happy that you have been able to take time from your busy schedules to be with us for this Sixth Annual All Ohio Elementary Guidance Conference. We feel that we have a busy and informative program prepared for you, and sincerely hope that you will take many worthwhile ideas with you when you leave this conference.

At this time it is a privilege to present to you a gentlemen responsible for the many activities and programs throughout our school system, the man who really makes our organization keep on the move. At this time I would like to present to you the Superintendent of the Tipp City Exempted Village Schools, Mr. Robert Ritchie.

WELCOME AND GREETINGS

Mr. Robert Ritchie
Superintendent
Tipp City Schools

Distinguished guests, Mr. Baker, Mr. Scarberry, and participants of the Sixth Annual All Ohio Elementary School Guidance Conference.

This is Tipp City. Now rest assured, Dr. Weaver, from the very out-set of this conference all of the registrants and guests will be present for every session. There's nothing else to do in Tipp City!

Seriously, we are extremely pleased and honored to serve as your host for this exciting conference. I'm not going to take your time now to tell you about Tipp City and our schools. In the packet you received at registration you will find materials that will give some information about us. We hope you will be interested.

As you can see by your program, the planning committee has been busy. There will be much to hear and much to learn today.

And now that you know where Tipp City is - come and visit us another time.

As the representative of the Tipp City Board of Education, and as a co-worker of the instructional staff, it is my privilege to welcome you to our schools and community. We hope your visit here will be a rich experience. Have a good day!

Mr. Alfred Scarberry

The next gentlemen on the program is a man who is familiar to most of us here this afternoon and possibly needs no introduction. I could introduce him as State Supervisor, Division of Guidance and Testing, Guidance Services Section, Ohio Department of Education, but I feel that most of you will know him better by the title which he well deserves, so at this time I would like to present to you "Mr. Guidance in Ohio", Dr. Charles Weaver.

INTRODUCTIONS

Dr. Charles E. Weaver
State Supervisor, Guidance Services
Division of Guidance and Testing
Ohio Department of Education

I would like to operate in a dual capacity this afternoon. The first is to bring you greetings from the Ohio Department of Education and from the Division of Guidance and Testing in particular. John Odgers, the Division Director, along with Dave Winefordner and Gene Wysong are in Chicago attending a Northcentral meeting of the Association of Counselor Education and Supervision. They asked that I say "hello" to you for them.

We are very glad to see all of you here today. There are, however, some groups and individuals present to whom we would like to give a special recognition. Dr. Juliet Mascarenhas from Bombay, India is a guest from out of the country. In addition, I understand that we have out-of-state guests in attendance from Michigan, Indiana, Pennsylvania, Kentucky, New York, and Kansas, whom I would like to have stand for a special round of applause. The next group we would like to recognize are those who are here attending their first All Ohio Elementary School Guidance Conference.

This morning we held one of our regularly scheduled Executive Committee meetings of the Ohio School Counselors Association. Since the Ohio School Counselors Association is a co-sponsor of this Conference, I am asking that the Executive Committee members please stand. A second sponsoring group is the Division of Guidance and Testing. We are very proud of the members of this staff and would like to present them to you as a group. The third conference sponsor is the staff here in the Tipp City Schools. Local co-chairmen for this Conference are Roy Baker, Principal, Broadway Elementary School, and Margaret Haley, Elementary School Guidance Counselor. Let's applaud these folks for taking care of all the many details in planning for us what I am sure you will find is an educational treat.

Thank you for coming to the Conference today. We are glad to see the large group present indicating your interest in learning about some of the new approaches to Elementary School Guidance.

Mr. Alfred Scarberry

The next gentlemen on the program is the principal of the Broadway Elementary school here in Tipp City and is one of the co-chairmen for this conference. Before presenting Mr. Baker, however, there is one little story I would like to tell on him. This story pertains to a problem that many of us have, and that is of course communication. It was the first day of school and as you know the new little first graders quite often have difficulty in finding their way in this large monster that we call a school building. This particular day a little first grade boy came up to Mr. Baker and asked "Where is the bathroom?" and Mr. Baker politely pointed down the hallway and he said, "You go all the way down to the end and it's the last door on your left." Pretty soon the little first grader came back and he said, "I can't find it." Mr. Baker, being the patient gentleman that he is, again pointed down the hallway and he said, "Go all the way down to the end then it's the last door on your left." Shortly the little fellow returned saying, "I can't find it." This time Mr. Baker stopped a little third grade boy who was walking by and asked the third grader if he would take this little boy to the boys' restroom that he couldn't find it. The two boys were gone for a little bit and then the third grader returned and walked up to Mr. Baker and said, "He's all right, Mr. Baker, he just had his underwear on backwards."

At this time I would like to present to you Mr. Roy Baker, Principal of the Broadway Elementary School, who will give us an overview of today's activities. Mr. Baker.

OVERVIEW OF ACTIVITIES

Mr. Roy Baker
Principal
Broadway School

Dr. Weaver recognized Miss Haley and myself as co-chairmen of this conference. While it is an honor to serve in this capacity I feel that I must pay tribute to Miss Margaret Haley. She is the person responsible for all of the details involved in planning this conference and at this time I want to publicly say "Thank you, Margaret, for a job well done."

Mr. Alfred Scarberry

At this time I would like to introduce to you Dr. Eugene Wade who is a Professor of Education at Wright State Campus and also serves on our guidance staff one day a week in the capacity of school psychologist. I would like to tell a little story on Dr. Wade but after the last one I feel it would be wise to forego this. At this time may I present to you Dr. Eugene Wade who will in turn introduce our keynote speaker.

INTRODUCTION

Dr. Eugene Wade
Professor of Education
Wright State Campus

I would like to introduce to you a great man. As I watch him work I have asked myself "What is it that makes him so?" I have found three reasons. The first, is that he has a social goal which orients his life. He defines himself as significant because he is of service to other people. He is not important because he is better than or smarter than, but because he is socially useful. I see his activity directed towards leaving this world a better place than it was when he came into it. Second, he has a tremendous amount of persistence. He wears me out when I try to follow him around. He is up in the morning racing and we put him on an assembly line; take him here and there and when I get tired I turn him over to Mr. Keith Wiggins. Then Mr. Wiggins takes over until he is tired. Our speaker is a man of tremendous drive. Now I see the truth in the expression that genius is about 10% inspiration and about 90% perspiration. The third aspect of his greatness is that the man has vision. I think this is why it is so comforting to hear him. He explains what to most of us is the unknown. He sees what most of us see only vaguely. We see it enough that we know it is true when he speaks.

Accomplishments, there are plenty; his latest book Children: The Challenge is a best seller. It's been translated into Hebrew, German, Greek, as well as being in English. And even the English version is really written in English because it is very understandable. He, going further back, was born sometime, as best as I can figure around the turn of the century. I don't have the exact date. He graduated from the School of Medicine in Vienna and then worked with Dr. Alfred Adler in Vienna setting up guidance clinics. He then came to the United States in the 30's and is now the Director of the Alfred Adler Institute in Chicago. He is on the faculty at the Chicago Medical School as well as Loyola and a couple of other universities. He has lectured around the world; in Bombay and Israel, gee, all over. I am curious, how many of you have heard Dr. Dreikurs speak before? Okay, then the rest of you can just fasten your psychic seat belts because you are in for a good ride. I found that once I started down the road of Adlerian Psychology, I was fascinated. So I give you Dr. Rudolph Dreikurs.

KEYNOTE ADDRESS

"IMPLEMENTING DEMOCRACY IN THE CLASSROOM"

Rudolph Dreikurs, M. D.
Director, Alfred Adler Institute
Professor of Psychiatry, Chicago Medical School

I am here today to discuss with you the situation in the classroom. That is why I wanted to know how many of you are teachers, because this subject should direct itself to teachers who want to establish democracy in the classroom. Of course, it is equally important to the principals because teachers cannot do that which is unacceptable to the principal. The counselors in turn work with the teachers to understand the individual child rather than arrange the situation in the classroom.

I have worked with many professional groups: psychiatrists, doctors, psychologists, social workers, ministers and I find, particularly in America, one group of professionals more concerned with democracy than any other group, and they are the teachers. I think that it is probably the after-affect of Dewey, for he initiated this concern with democracy in the educational profession. Dewey did not live to see the consequence of his efforts, on the contrary, if the stories are correct, he felt rather disappointed at the end of his life when he saw what was going on under his name and the so-called "progressive educational system." I think Dewey had the right idea but did not have the principles: the method in the classroom.

I would like to discuss the job I have undertaken with my associates, to make democracy in the classroom teachable, so that we know clearly what has to be done and what is not to be done. The application of democracy in the classroom suffers from the situation in which we as Americans find ourselves in general. We speak a great deal about democracy but I do not think we really know what democracy is. Or let me say it very clearly and very frankly that I find many notions which exist about democracy do not really mean democracy, but something else.

The first person to my knowledge to spell out in practical terms what democracy is was Kurt Lewine. You may have heard about him and his experiments. They are far too little known. It is a pity because the message which Kurt Lewine gave to the world is exceedingly important.

He used boys' clubs as an experiment to study the social climate in groups. He trained the leaders of the boys' clubs to function in three different ways: to function as autocrats; to set up a democratic arrangement; and to set up an anarchy. In the autocratic group the leader told the kids what to do; in the democratic group he helped them to work out the problems; and in the anarchy group he let them do whatever they wanted.

The tragic lesson which one learns is that many people believe that democracy is anarchy. They believe that if you let everyone do what they want, you have a democracy. Many teachers have similar notions, believing that all they have to do to become democratic is stop being autocratic. This is absolutely wrong! When you stop being autocratic, you become anarchic. Now, why is it that we so frequently have this notion about democracy? I am sure that many of you belong to a governing board of an organization. How are the board meetings run? If you have a real democratic chairman, he permits all the members to talk as long as they want and on whatever subject they want. If they would have an authoritative speaker who says not to talk so long, people would call him an autocrat. This is because any assertion of anything that imposes restrictions on others is considered autocratic. This is not true. A democratic organization is impossible without leadership, and the leaders should assert this leadership. We have to learn that democracy needs leadership. We have to distinguish between democratic and autocratic leadership. This is where the hitch lies because people do not understand this difference.

I made an experiment in Israel with some military schools, such as training schools in the Israeli Air Force. We had heard about the military schools and were wondering if this experiment could be applied to their technical schools. We were told that we were bound to fail, however, being courageous we attempted it. The first thing we had to do was to work with about 46 non-commissioned officer instructors in one school, teaching them how to be both autocratic and democratic. Like most of our teachers, they are leaders, however they are either too democratic or too autocratic. When it came to being autocratic and putting down the law, they replied that they lived in the democratic county of Israel and couldn't do that. However, when one tried to be democratic and fair, the men took advantage of them and they fell back to the autocratic method. In other words, they did not know how to be either democratic or autocratic. We had to teach them how to be both autocratic and democratic leaders.

An autocratic leader tells others what to do, he puts the pressure on them. He awards on one side and punishes on the other side. The democratic leader is not this kind of an authority. His authority is one of deeper knowledge. For one can gain greater cooperation by not using power from without, but by using stimulation from within. He helps them to understand what they are doing and helps them overcome their differences. While the autocratic leader tells them what to do while the democratic leader says what he will do. One can exert a tremendous influence on other people in the democratic way.

After the students and teachers learned to be autocratic and democratic, they were given the choice of an autocracy or a democracy. There were a few who said they wanted to be forced, they wanted to be pushed. It took a little re-education for them to be willing to take on the responsibility for themselves. The remainder of the students wanted to be treated with respect. That was the beginning of the democratic experiment in the military school.

Now I would like to illustrate the difference between autocratic and democratic pressure. The principal of a high school in Gary, Indiana asked me if I would be willing to have a mental health discussion with the juniors and seniors of his high school. Of course, I was willing. As I came near the room with the psychologists, and the dean, eight to ten huge husky fellows came whipping by looking me over, and then they disappeared into the room. In the classroom there were about 200 children, in the front seats sat the neat, clean, keen little girls and in the back of the room the huge fellows. If you do not know good dynamics, you may think I could have gone ahead with my teaching, but I would not have succeeded. So I said that I wanted an exchange of the last two rows with the first two rows. With a little confusion three boys finally got up and said they would represent the last two rows. I said that I did not ask for a representation, but had asked for the last two rows. They did not want to do this. Here is where we distinguish democratic and autocratic leadership. I stood quietly and said, I won't start until you do it because I know what you are up to. You are making some trouble and I don't want to continue. I want you to stop!! That was pressure but not autocratic pressure. I merely told them I would not begin my teaching until they did what I asked. So down came the boys and up went the little girls. Many psychiatrists and other people had made presentations to the class, however the other people could never interest the class for more than half an hour because they could not control the group. I isolated every troublemaker and said I would not continue if they were not calm. There was no scolding, there was no threatening. I had no power, but I asserted influence.

We have to realize that we need new ways of dealing with children, because we live in a democracy where there is a growing equality. Wherever a superior group exerted its autocratic influence in the past, one group was dominant and the other one was in a position of submission. However, today we find ourselves in a position where all people are considered equal. Women no longer submit to men, the colored no longer to the white, labor no longer to management, and children no longer to adults.

We need new ways of raising children because the old ways are no longer effective. We need new ways of dealing with them in our schools because we simply no longer run schools for the children but we must run our schools with the children. Many object to this because they believe we recommend letting the children actually run the schools. This is not true. It is the children themselves who decide whether they want to study and behave. No power of the teacher can make our children study and behave themselves. We have excellent teachers as long as the students want to study and behave themselves. But teachers do not know what to do when the child decides he does not want to study and behave. We use the outdated methods of reward and punishment, which we have known for a hundred years are only effective in an autocratic setting. Yet, parents and teachers still try to control children with reward and punishment. They think he does not know better. If you give a child a reward, he does not consider that as an expression of the benevolent authority to which he has to be grateful. Rather, when you give him a reward, he considers that his right, and he won't lift another finger unless another reward is coming to him. Our children will not do anything unless they know what is in it for them. If they can be the best and get rewards, fine. If they cannot be the best, they choose to be the worst. Now, what happened to punishment? Most educators still believe you can get good results with punishment. It is true that punishment is effective, but only with children who don't need it. If you want to impose punishment, you must go on punishing and punishing,and it may have a momentary effect, but the next minute you have to punish again.

We have to learn to treat children with respect. In our democratic society we operate on the principle of mutual respect. However, teachers, adults, and parents do not have sufficient respect for children because of their misbehavior. They also do not know how to win the respect of the child. In this democratic relationship of equals,we find that the formula which permits this kind of relationship is based on kindness and firmness! When you are kind and polite, you express respect for the child; and when you are firm, you express a respect for yourself. Some people are kind but not firm, while some are firm but not kind. Yet some people are kind and firm but not at the same time. We have to learn that when a conflict arises, most people think they either have to fight or give in. In the fight there is little respect shown for the child, and when an adult gives in they do not show respect for themselves. You have to learn to be firm. When you are firm you are quiet and when you are talking you are punishing. You have to learn a completely new way of stimulating the child and this involves learning two new approaches.

First of all, a teacher has to learn psycho-dynamics. Psychology has developed because pressure became insufficient to make people do the right thing. In an autocratic society you did not need psychology; you did not need to know how the people felt. On the contrary, one was a much better autocrat if he did not know how others felt because they were told what to do regardless of their feelings. All the excess pressure became inadequate in bringing about correction, and it has become necessary to learn about stimulation from within. This is psychology. A great deal of what psychology had to offer did not mean too much to the teachers. Teachers do not know the children's past, thus, they cannot analyze children. However, the kind of psychology which we propose is a practical approach which all teachers can, and in my opinion, must learn. We consider behavior as being prophecy having a purpose or goal. Every child is a human being and wants to belong. He is willing to do what has to be done, however when he misbehaves we put labels on him. We say, "he is lazy," "he is restless," all kinds of labels which actually do not explain anything. The teacher must seek out the reason for a child's misbehavior. One child may constantly keep you busy, for in his mind he has a place only when you keep busy with him. He prefers to be scolded, as punishment rather than being ignored.

Then there is the child who wants to show the teacher that he can do as he wants and no one is going to stop him. This is becoming most prevelent, and a child forces the teacher into all kinds of strategy in order to defeat her. He wants to be sent to the principal who does not know what to do with him either. The principal may be ready to expel him from school. No one knows what to do with him. You have to extricate him from the power conflict, because as long as you are fighting with him, you are losing. Another kind of child is a vicious child who does not get his place through attention or power, but only by getting even and hurting you as much as he was hurt by you. Finally, there is the fourth child who wants to be left alone. You can come to him as long as you do not ask anything of him.

The teacher must have a specific approach and learn to understand the goals of the child. I can give you one of the means by which we teach the teachers. Seek to understand the child; distinguish between the deed and the doer. What he does is wrong, but you have to understand him and his desire to play a role. If you really want to know why the child misbehaves, merely watch your own impulsive emotional reactions. If you feel annoyed and say, "Stop doing that," you can be pretty sure that he just wanted attention. When you are deeply aroused and have to show him he can't do this to you, then you are doing exactly what he wants you to do. He says, "Show me that I can't and I will show you that I can." And when you feel deeply hurt and wonder how anybody can be this mean, you are only doing what the child wants you to do; you are feeling hurt. When you feel like throwing your hands up and saying, "I really don't know what to do with you," you are doing exactly what the child wants you to do. He is saying, "Leave me alone; you can't do anything with me."

The tragedy of the situation is that all this impulsive reaction the child wants from you is done with the idea of correction. Whenever a child misbehaves, the parents and the teachers usually do the worst possible thing - they reinforce the mistake. The child wants to show his power, and you confront him with your power, thus convincing him even more that power is the only thing which counts in life. The teacher should train the child to resolve this pressure from his goal and learn how to change his motivation. Now some teachers say they do not have the time for this. If you do not take the time to understand children, you will waste much time with disturbances caused by them. The time it takes to learn to understand children is so minimal in comparison to the benefits you get when you begin to understand them. The first thing that you have to teach people is to understand the children who do not want to work.

Even more important is the class organization. In an autocratic society, the teacher is teaching the children, giving them information, and they have to do what they are told. The modern teacher has to know why the child does not do it, because the pressure alone won't gain any accomplishment. If you do not learn psychology you can't even teach for three hours, for the teacher has to deal with motivation, and this can only be done in a group setting. The teacher is not teaching so that the individual child will sit in a class. The teacher is teaching one class which may consist of 30, 40, or 50 children. Teaching is either utilizing the group, helping each child in hi s adjustment, or the group will turn against him, and the teacher.

In our classrooms we have had the children organized in social groups, where there were group leaders who knew how to organize the class better than the teacher. The teacher has to create a class atmosphere integrating all the students for common purpose. Most teachers think it impossible merely because they do not know the techniques. Sociometry is one of them. The person who knows the object can create interest.

We have experimented with some teachers and asked, "Can you make your class more interesting?" Something very strange happened. They began to work on it and within a few weeks the class work had changed. And you know why, because our teachers had ability to make it interesting or not, but they simply didn't think about how lessons could be made more interesting. If you merely begin to think how to make it more interesting, you can do it.

If you merely decide not to fight you can do it because no teacher is obliged to fight. But we think we have to impress the children with our authority. Not realizing that nothing is as pathetic as a defeated authority who doesn't want to admit defeat. First we have to abdicate this role of authority before we can assume the role of leadership.

The following is a simple example of how a pupil/teacher relationship can change. Instead of finishing his work, Johnny worked on something else. The teacher told him to stay after school and finish his job. So he did and after a while the teacher said, "Okay Johnny, you can go home now." She also replied, "Isn't it strange that you are such a nice boy here but in the class you are horrible." The boy said, "But teacher, I was just thinking the same about you." We don't realize that we do not have to resort to the roles of authority and fighting. We all think that if we do not try to show our authority the child will not respect us, however, as a consequence the child respects us even less.

We have to conquer the human element of working together with the whole class. There are two things which can be done to win the support of the class. The most important is class discussion. It is simply impossible to continuely work with the children unless you know how they feel, and unless you become human beings and not just dominant and submissive group members. I'm constantly involved in teacher training and the art of discussion, and I'm alarmed when I see how few teachers know how to sit down and talk with children.

Yesterday I had a discussion with eight teenagers about group discussion and they were utterly pessimistic about talking things over with parents and teachers. Nothing would result but fighting. Opportunities should be provided for discussions between adults and children - opportunities to mutually work out solutions to their problems, but both groups are equally pessimistic regarding possible success. They should have weekly discussions about everything, their relationships and their work.

Here is one of the strangest things I have ever experienced in my life. In our past work there were non-commissioned officers all trained in technical knowledge, as technicians. Most of them did not go to high school or college, and only few of them graduated from high school, all they really possessed was technical knowledge. That group was truly virgin territory, and we were able to conduct successful classroom discussions. I must say I have hardly ever seen an American teacher with extensive training in this method of leading satisfactory group discussions. Before we can get a teacher or even a counselor to sit down with children we have to change so many concepts about kids. We have to realize their ability, and we have to really respect them. Even the counselor who tries to help them very often does not really respect them; he protects them, tries to bribe them, and tries to do everything for them which does not win respect.

When teachers have class discussion, they usually make two mistakes: they either use the discussion to push the ideas down the throats of the children or they are bitten by the "democratic bug" and let the children talk about whatever they want. A group leader has to have leadership qualities to know how to think it through with them. Every correction means alternatives. The first purpose of group discussion which came out so clearly from a group I met with yesterday was that the children said that for the first time adults listened to them. It made a tremendous impression on them. Whoever heard that parents listened to kids? And I'll go one step further. Whoever heard of any children listening to teachers?

The first goal of group discussion is learning to listen to each other and not arguing about who is right or wrong. Let each person express himself and permit others to attempt to understand what he means.

The second goal is to understand each individual. The teacher who knows psychodynamics can help the children in the class discussion. He understands why Johnny doesn't want to study, why he acts like a clown, why he does all these things and for what purpose. The teacher can utilize this knowledge from the children and be amazed about what the children understand.

The third goal is mutual help. We have school systems, but not in America, where children help each other. In some of the schools for instance each class elects, not a class president, but a class secretary. The only function of the secretary is to take care of the class when the teacher is absent-to keep it going. The democratic group can function without a teacher but the autocratic group cannot. If the child is not capable of receiving the support from his classmates, he is replaced by someone else. In other schools there are monitors or there is a group of children who pick up the one who has difficulty in learning or the one who is misbehaving, and try to work it out with them. In other words the teacher shares the responsibility with the class. Of course this requires a complete overhaul of our general attitude toward children.

It seems in our society today we have a nice division of labor. The children have the right to do what they want and the teachers and parents have to take on the responsibility for it. The children are very happy. Of course, they do not have a sense of responsibility because they have someone to lean on. They can do what they want. We are raising a generation of tyrants, of children who are determined to do what they want. They are spoiled by either mother or father, and grandparents give them the feeling they have the right to do what they want. Whenever a child is delinquent he is saying he has the right to do what he wants. It isn't the broken home, or the working mother, but it is some adult who gives him the conviction that he has the right to do what he wants. So we find in our teenage population this warfare with adults.

Of course, there are some teenagers who use what we call "reference groups," and who do what adults want them to do. However, it becomes very unfashionable to become a good student in many classes. The girl who wants to make A's is threatened by her friends. If you work too hard you are disloyal, and the others have nothing to do with you. Anti-social groups exert a tremendous appeal of power, and there are more little children being drawn into the gang. No family, and no community is immune to the impact of the juvenile delinquents who worship the glory of excitement and importance. Excitement is the keynote. If the teacher is boring they don't have to work for her. Some children do everything possible - even damaging to themselves and others because they are bored and want excitement. You cannot change the value system of kids without group discussion. The group is a value-forming agent, and only in the group can you explore with them the values which they have and help them in the argument with each other to reconsider their values. In this way then the class becomes democratic because the teacher became a democratic leader.

What chance does a teacher have of being democratic if the principal is not? I have no doubt, that the principal is the key person in the school. My wife had a job during the war where she had to visit a great number of schools in Chicago. She was the first one to explain to me (and then I found out from many others) that when you enter a school building and watch the teachers and students walk in the hallways, you know what kind of principal heads the school. He creates this atmosphere and lists his associates on the basis of mutual respect. If he fails, a visible autocratic atmosphere results.

It is important that principals and supervisors become acquainted with these matters so they can help the teachers to apply them. Of course the teachers have to learn them either in workshops or on-the-job. We would hope they would learn them at the undergraduate level in the teacher training institutions. Some of our universities give opportunities for student teachers to learn the method of understanding children.

Now, what if the teacher is hopelessly bound to an autocratic seizure? What if she has an autocratic principal? The teacher can always, if she wants to ask for the assistance and the help of the students, and find mutual agreement, mutual assistance. She can say frankly, "I can't make you quiet, I can't force you. It might even be that I will lose my job. If you don't want to study I can't force you, however, let's explore why you can't study." Any teacher in any school can do it if she desires. The teacher doesn't have to fight if she does not want to. The interesting thing is that if she learns the approach effectively, she does not blame the parents or the principal for what goes on.

The basic law is, the less someone knows how to handle children the better he knows what the other one should do. If the mother doesn't know what she should do, she knows what the father should do, and what the teacher should do. If the teacher doesn't know what to do, she knows what the parents should have done.

I can give you this one example perhaps because it's the only one of its kind. It is in my book, Psychology in the Classroom, where there was a high school freshman English teacher who was in an impossible situation. The reading level was between several years ahead and several years behind. One whole group of children didn't want to study, but wanted to make noise and to disturb. There were two emotionally disturbed children in the class, and to top it off, it was the last period every day when everyone was exhausted. So she invited us to the class and we confronted her with the problem. How could this class be integrated, considering the reading and the behavior problems. She finally decided she had to find something everyone had in common. This was the starting point. So she lectured to the children, "We have a miserable situation here. Do you want to make it more miserable for all of us or do you want to find a way to make it easier?" Step-by-step the good ones helped the bad ones and the emotional children were adjusted. At the end she commented that it was one of the most interesting and pleasant experiences in her teaching career. All the children had improved their grades one or two marks.

It can be done if we learn how to do it. The greatest obstacle is the pessimism which we have. We cannot encourage children because we do not believe in the good in them. We only encourage the children who do not need it. The more a child needs encouragement the more unpleasant we make it. The less he wants to study, the more unpleasant we make studying for him. We don't even have the confidence in ourselves. We need a new picture of man believing in man. We have to have a new spirit, based on mutual respect. I am convinced that this is merely a question of technique. Many people think you have to have the proper attitude, and if you don't have the proper attitude you can't do anything. But how can you maintain the proper attitude when you are constantly defeated? The student says he cannot do it because he is dumb. The teacher is convinced he is not dumb because the records show he is intelligent. So the fight is on. The child tries to convince the teacher that he is dumb, and the teacher tries to convince the child that he is not. Who wins out in the end? Always the child, because we do not have the proper tools. We have to teach the right attitude and method, and then when the parents and the teachers feel they can get somewhere, their whole emotional attitude toward the child changes. The teacher is well-adjusted and stable. How long can she tolerate this? Yet there are some who can do it. Some have the natural ability to understand children.

We have to teach every single teacher and parent what to do and what not to do. We have to have study groups with parents. We cannot have one parent raising children our way when all the neighbors do it another way. We must reach the community and have group guidance with parents. The teachers have to learn together, and have study groups together. The principals can establish study groups for the teachers and for parents, as some of the schools have done. You have to learn to understand parents, for at the present time you only shift the blame on them. You can learn in our guidance programs and our parent education system how to influence parents. The teacher is in a wonderful position to help them.

There are two professionals who can contribute to the teaching of parents more than any others. One of them is the pediatrician, the child doctor, because the parents bring the children to him. He can help them to learn what to do and what not to do for the child. The other professional is the teacher. The parents come to the school, and the teachers have a conference with them. If the teacher doesn't know what the parents can do, she can't help them. She can only write love letters to them that the child doesn't study and he doesn't behave. You know why she writes these love letters? She does so because she gets so defeated by the child in the class that she wants to mess it up for him at home. We have the teachers, parents, and the principals working toward a group approach. We have to change the atmosphere, the procedures for dealing with children. It is a big job. However, unless you begin to do it, it is bound to get worse. The children will demand more, decide what they want to do, and be more rebellious. It is high time that we begin to stop this tide. I am pessimistic for the immediate future, because I feel it has to get much worse before the authorities, administration, the colleges, and universities will reconsider what we are doing. But I am also convinced that when it gets so bad that it is almost a bankruptcy in our educational system and we will realize we need an overhauling of our methods, then a new deal in our schools and homes will be possible and desirable. Then we will be able to live with our children, not as authority or slaves as we do today, but as leaders who understand children and know how to stimulate them from within.

GENERAL SESSION

GROUP I - WORKING WITH GROUPS IN THE CLASSROOM

Recorder: Mr. Bob Richards
Teacher
Tipp City Schools

Chairman: Dr. D. A. Thomas
Psychiatrist
Piqua, Ohio

Consultant: Dr. Rudolph Dreikurs
Director, Alfred Adler Institute
Professor of Psychiatry
Chicago Medical School

Dr. Dreikurs, with the help of two groups of sixth grade students, conducted a group discussion such as might be conducted in the classroom. The students were free to begin the discussion as they wished and both groups began on the subject of harmony (or lack of it) between brothers and sisters. Through discussion, the children brought out the idea that each child in the family likes to feel that he is superior over his brothers and sisters. Behavior towards brothers, sisters, and parents is often brought about by this desire to feel superior.

Dr. Dreikurs pointed out that classroom discussion can sometimes help a child to understand an individual problem. First, ask the child why he reacts to a certain situation as he does. Sometimes the child is not aware of his behavior. Then, the reasons for his behavior should be explained to the rest of the class. No child does anything that does not get him the desired results. Once he is "found out," his undesirable action is needless.

According to Dr. Dreikurs, the leader or teacher in such a group discussion should be one of the group. The leader should not assume the role of the superior. He may sometimes give an answer, but mostly he raises questions. He should try to help children understand things about themselves and others which they do not understand.

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GROUP II - TESTING IN THE ELEMENTARY SCHOOL

Recorder:	Mr. John English Teacher Tipp City Schools
Chairman:	Dr. Ellis Joseph Professor of Education University of Dayton
Consultant:	Dr. George Hill Distinguished Professor of Education Department of Guidance and Counseling Ohio University

Dr. Hill gave a short presentation of his thoughts on testing, followed by a stimulating question-and-answer discussion period. In both sessions there was a good deal of interaction among the audience as well as with Dr. Hill.

"Any test to which we subject kids is, at best, a sample of a behavior of a youngster. In fact, we get a sample of a sample. You test a sample of what you teach them. What you teach them is a sample of what you might have taught them."

"Tests are self-revelatory - an attempt to get a child to reveal something of himself to you. We get only what they are willing to give. Do we have a right to demand this of kids? They have a right to say to us, 'To heck with you'."

"When we do child study, we see the child as the object of our study. Kids don't want adults to be so nosey. We make a bland assumption when we say the kids are going to tell us anything about themselves we want to know."

Question and Answer Discussion

Q. Can tests such as Draw-a-Man be used without going into psychiatric aspects?

Dr. Hill:

In any instrument, you get insights into the personality of the children, e.g. what 'bugs' them, etc. Many diagnostic devices are used to get a child to 'open up', and effect communication between counselor and child. In one situation, children were referred to the counselor for assistance with their study habits. This became a bridge.

Q. Should you reveal standard test scores to children?

Dr. Hill:

Some children are able to accept, understand, and live with this knowledge, but not all. You must be very careful.

Q. At what age level would it be best to begin doing this?

Dr. Hill:

As late as possible. Results are more dependable later than early in the school experience. You begin to get a fairly secure kind of picture of what kind of 'grower' the child is. This applies more importantly to parents to understand and accept.

Q. At what level do you recommend administration of first group intelligence test?

Dr. Hill:

The earlier you start, the less sure you are of what a child is like. Go back and ask teachers what they think and what they would do with the results if they had them. Such tests can be administered as early as the second grade providing teachers were willing to become effective administerers of the test. Also if they take it first in order to become completely familiar with it.

Q. Would you advise going over a sample test with children step-by-step, i.e. pretest practice?

Dr. Hill:

This is a good idea if well-planned and presented. This is especially valuable when children have never taken a test like this before.

Q. What is the best procedure to follow when parents ask for test scores?

Dr. Hill:

When we talk with parents it's wise to stay away from specificity of scores. The way to do this is to not even have them available. This is one of the reasons behind the stanine concepts. If Ohio had a law as in N. Y. that parents have the legal right to see their children's records, we'd be very careful what data we place in cumulative records. Children are dynamic and do change. We must be sure that what we are talking about is what Johnny is today, not yesterday, although we do compare where he is today with what he was yesterday.

Q. What is an ideal testing program in the elementary school?

Dr. Hill:

There is no ideal for all schools. This must be determined by the people in a particular school.

Q. No one takes the responsibility of saying we give such-and-such tests at such-and-such times. What do you recommend?

Dr. Hill:

Children are developing people. Any measure at anytime has a standard error of measurement, but recurring use of tests is the only way we get a growing picture of a child. You need several tests to get a stabilized picture of how a child is developing. You cannot have sufficient confidence in one test score. Again the teachers, administrators, and counselors should sit down and mutually plan the system-wide testing program.

Q. How do we start an elementary guidance program?

Dr. Hill:

One of the worst things you can do is interject something into a program which the teachers had no part in planning. Consultative help is available but the details should be worked out locally.

Q. What's been developed in the way of tests for the culturally deprived?

Dr. Hill:

There is no definite answer but you need ingenuity in using all manners and means of finding out what a child is capable of. There are all kinds of talents and abilities. Maybe we'd better broaden our concepts of what abilities are important to facilitate learning. Many times we need to take kids into our confidence and to teach them to have a real appreciation for productive work. Kids need to test themselves in terms of practical experiences.

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GROUP III - PLAY THERAPY IN THE ELEMENTARY SCHOOL

Recorder: Mrs. Nancy Yarger
Teacher
Tipp City Schools

Chairman: Mr. Larry Gorrell
Director of Guidance
Troy High School

Consultant: Dr. Don Davis
Director
Guidance and Counseling Department
Western Reserve University

Dr. Don Davis made a few introductory remarks about the play therapy experiment in the Tipp City Schools.

The following organizational plan was described. In the parents and children group, the counselor meets with the six children one hour each week and with the six parents two hours in an evening once every two weeks. Counselors each meet with their groups separately. In the parent group, the counselor meets with parents two hours once every two weeks and does not see the children. In the children group, the counselor meets the children one hour a week but does not see parents. There is a difference in the counselors, which is one variable, and another variable is the parent therapy. Parents are contacted and their consent is received before the children are placed in the groups. There has been no opposition from the parents.

The children were first identified by a committee of master teachers and administrators as having learning difficulties in the classroom. This was the only criteria employed. Intelligence test data or other factors were not considered. The children are all in first or second grades and were placed in the matrix groups by random selection.

The purpose of the project is to determine which of the three methods of therapy is most effective and to prove that each should make some difference in the child's behavior. Changes in behavior will be measured by use of the California Achievement Test and the Vineland Personality Inventory. It is hoped that the project will prove that improving social behavior leads to improved academic achievement.

Dr. Davis pointed out that a child needs to love and be loved. If he does not receive love, he develops ineffective patterns in trying to establish love relationships, but does not realize that the only way to get love is to love someone.

Dr. Davis showed a silent film of a play therapy group in two different sessions taken two weeks apart. During that time questions were entertained from the group. The following is a resume of the discussion.

1) The counselor is a passive agent in the group. There is no interaction between the counselor and the children except that he occasionally makes simple clarifying statements to the child.

2) The counselor sets the limits and permits the children to play. No child has become so aggressive that he has harmed a classmate. One prescribed limitation is that the children can not attack the therapist.

3) The attitude of the children is excellent. They enjoy the permissiveness of the play hour but when they return to the classroom, they return to normal classroom behavior.

4) The membership of group therapy classes recommended by Dr. Davis are six for younger children, eight or ten for high school age children, twelve or fifteen for college age, and fifteen to eighteen for adults.

5) To date, results from this program indicate there has been only one boy who has shown no change after participating in the play therapy experiment. Most show definite improvement socially and academically.

6) Some of these children can be referred for other counseling by the teacher or parent, but this would not be part of the play therapy experiment.

7) The intent in working with the parents is to stimulate group interaction. Two of the counselors use no special guide in the parent groups, and one uses Dreikurs' Children: The Challenge. Stages in the adult therapy groups are: social interaction; discussion of personal problems; and personal interaction, which is the most productive stage.

8) The counselor does not deal with behavior but helps the child clarify the meaning of his behavior. The question was asked if the elementary counselor is qualified to do this type of therapy. Dr. Davis feels he is if he has had adequate training and is an "open person."

9) A very valuable aid for the counselor is to take part in a group himself with other counselors. This group may have a leader or be leaderless.

10) There is a difference between this play therapy and play on the playground. Here an adult accepts any behavior and clarifies it, but leaves the problem to the child to solve. On the playground the teacher solves the behavior problem.

11) In the classroom, it is an obligation of the teacher not to tolerate the behavior which interferes with the learning of other children. Such activity must be dealt with on-the-spot. If it is behavior that bothers only the teacher, then it is her problem.

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GROUP IV - CHILD DEVELOPMENT AND THE CHILD STUDY PROGRAM

Recorder:	Mrs. Albina Knox Teacher Tipp City Schools
Chairman:	Miss Ruth Bowers Counselor Troy High School
Consultant:	Dr. J. D. Goering Child Study Institute University of Maryland

The following are excerpts from Dr. J. D. Goering's presentation.

Our youngsters in our country are in trouble. Statistics show that in the age bracket 15 to 24, suicides account for the fourth most highest frequencies of death. Recently Benjamin Fine made a comment, "One in every four students, according to current estimates, is 1 1/2 or more years below his grade level and is losing more ground each time he is promoted."

Dr. Dwyer, of the Educational Testing Service stated, "that according to one study ten percent of the white children and seventeen percent of the negro children reached the conclusion at the end of their elementary school years that there is no place in life for them that amounts to anything. In high school, according to another set of figures, fifteen percent of white and nineteen percent of the negroes believe that 'even if I should get a break and something good should happen to me somebody is going to come and take it away.'" "It seems very incongruous that a society would pass laws forcing children to go through institutions and then make it such a miserable place for such a large percentage of the group."

A few years ago, Goodwin Watson of Columbia University, came up with the following, "Two-thirds of elementary children of America come from the lower class homes. The 1/3 from the lower third usually find school very uncongenial. This is education's biggest unsolved problem. Even in the elementary schools, most teachers are reluctant to work in the culturally deprived areas of cities or rural regions. As we try to keep all American adolescents through 16 - 18 years of age in school, we increase this problem. The blackboard jungle of the city and the tobacco roads of the rural slums are tough for teachers and are unrewarding for the resisting pupil. Few successful experiments have yet been reported in devising publically approved education programs with strong appeal for these students and teachers." Many pupils experience so much criticism, failure and discouragement that their self-confidence, their level of aspiration and sense of worth is damaged. The pupil who sees himself at his worse in school is likely to place little value on study and receive his role of importance outside of the classroom. He may carry through life a sense of being not good. He is likely to feel resentment toward school, teachers and books.'"

Studies by Pauline Sears indicate that one of the core ingredients of this sense of failure and defeat has to do with basic attitudes of the self and self concept. Borislaw found that the concept of self as an achiever is what the person thinks of himself as an achiever or non-achiever -- a "can-do-person" or a "can't-do-person." He found a very high correlation between those who were not achieving according to expectation and a damaged or low self-esteem. Brookover and his associates found a significant correlation between self-concept and academic achievement.

Eric Ericson suggests that about at the age of 5 or 6 most youngsters enter into the stage when the fantasy of life begins to recede and the youngster moves into the era where he wants to achieve. In order to achieve a person must have a taste of success in some form or another. To obtain success a realistic level of aspiration must be set. Pauline Sears did many studies about these levels of aspirations. Either one aims so low that nobody can miss or one aims so high that nobody can reach it. Underachieving youngsters of low esteem usually have trouble with their level of aspiration. Giving a youngster a sense of challenge is probably one of the best things we can do. A teacher can't be expected to find an appropriate level of challenge for each of her thirty youngsters, but an adequate teacher who knows her youngsters, who trusts her youngsters and whose youngsters trust her usually can work with the children to set their own level of challenge. Quoting Dr. Dreikurs, "You better get away from the idea that education is doing something for the youngster... we will be much better off once we get the teacher to do something with the children, but in order to do this there has to be a fairly high level of sophistication and understanding of the growth and development of the children - this is why we are out of pitch." This is the whole idea behind the Child Study Program.

Research indicates that teachers who participate in the Child Study Program make more decisions by actual count in classroom decisions that are supportive rather than suppressive of children's questions. They have fewer discipline problems. These teachers make fewer negative statements about children. Attitudes generally change towards supportiveness.

Angelo Balleo of Omaha, Nebraska, studied the changes of self-concept of children whose teachers were involved in Child Study. His findings were: 1) - the underprivileged group, whose teachers were involved in CS, changed towards self-evaluation and ideal self-congruence; 2) - another similar matched group, whose teachers were not involved in CS, developed negative attitudes towards self; 3) - a middle class suburban group whose children were not involved in CS, maintained a more or less constant self-evaluation on the part of this privileged group. Thus, a change in self-concept on the part of the lower class youngsters, who comprise the dropout problem and the underachieving problem, would suggest that the CS program does have some promise.

The following is the sequence of events when a school expresses interest in this program. The selected group of teachers to participate in the program begin a series of in-service education sessions. Also, summer leadership workshops are conducted to train leaders of the various Child Study groups. Each teacher identifies one student to study in depth and maintains a behavior record. Emphasis is placed on objective recording of data and this is facilitated by taping as many sources of information as possible. These records are shared in the group. In keeping a record of the child, a teacher soon realizes she is keeping a record of herself. She often realizes she must change her techniques and improvement is evident in subsequent sessions. Emphasis is placed upon " why" the students act as they do rather than upon disciplinary controls. We believe this attitude held by a few teachers soon permeates the entire school system towards an open and supportive climate in the school.

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GROUP V - CHILD STUDY IN ACTION

Recorder:	Miss Donna Sotzing Teacher Tipp City Schools
Chairman:	Mrs. Evelyn Howard Counselor Bellbrook High School
Consultant:	Mrs. Margaret Shafer Teacher Tipp City Schools

The Child Study program described below is one developed by the University of Maryland's Institute of Child Study. The basic purpose of a Child Study program is to help teachers understand children. It is of benefit to any teacher, administrator, or counselor who wants to better understand why children behave as they do.

Four basic assumptions underlying a Child Study program are: (1) Behavior can be studied scientifically; (2) All behavior is caused and is meaningful; (3) The causes are multiple, varied, and interrelated; and (4) Each individual is different from every other individual. A Child Study program is based on a six area framework. This includes: (1) Physical; (2) Affectional; (3) Socialization; (4) Peer-group relationships; (5) Self-developmental processes; and (6) Self-adjustment processes.

A Child Study group is best when there are from eight to ten people. One person, who has had the Child Study Workshop, is leader or the record keeping member of the group. The textbook is the record kept by each member. The first step in beginning a Child Study group is choosing the child to be studied. An average child should be chosen for first year study. A code of ethics is then set up by the group. A sample code of ethics follows.

CODE OF ETHICS

Child Study Group

We agree that:

1. All information gathered about a child or his family will be kept confidential and will not be shared outside the group.

2. We do not treat the child in any way that he knows he is being studied.

3. Extreme care will be taken by the teacher-participant to prevent his-her record and/or notes on the child from falling into the hands of outsiders.

4. Visitors are welcome when consultants are making their visits.

5. All information shared will be used only to help us develop as professional educators.

6. No children of faculty members will be studied.

Gathering background information is the next important step. This information can be obtained from many sources: the child's cumulative record, a home visit, parent-teacher conferences, talking with other teachers, and informal chats with the child. Anecdotes are taken each week. The three to five anecdotes are shared with the group members. This continues all year.

After the first few weeks, work is begun on making summaries of the record. The first is the Multiple Hypotheses of a bit of Behavior. Next is a summary of Recurring Patterns. The third is a Multiple Hypotheses of a Recurring Pattern. The final summary is based on five questions such as these: (1) What has the child been working on? (2) What are his assets? (3) What are his liabilities? (4) What has the school done to help him? (5) What could the school do to help him?

The second year program is again keeping a record. Classifying the record in a Dewey Decimal-type system using the six area framework is the main part of the program. The third year works with areas five and six, the self-developmental and self-adjustive processes, of the six area framework.

GROUP VI - ADLERIAN PSYCHOLOGY IN THE CLASSROOM

Recorder: Mrs. Oliver Kessler
Teacher
Tipp City Schools

Chairman: Mr. Keith Wiggins
Counselor
Mad River School

Consultant: Dr. Eugene Wade
Professor of Education
Wright State University

The guidance program at Tipp City was described by Dr. Eugene Wade as moving in three directions. In the first area, counselors work with parents, as the child's basic ideas and attitudes are learned in the interplay of the life of the family, and these he brings with him into the school environment. The second direction is the use of the Adlerian techniques in the experiences of "hand to hand combat" of the classroom, as well as in the total school situation. Thirdly, a strategic area is set up to move toward long range planning, effects, and goals.

An overview of Adlerian Psychology places disturbing behavior into four categories. (1) Attention-getting mechanism, which is operative in most young children, and its predominance is the result of our culture which doesn't usually provide the opportunities for a young child to establish a satisfactory social position for himself through genuinely useful contribution. (2) The power struggle that results from efforts to control the youngster's attention-getting behavior. Even if parents succeed in over powering the child, he becomes more convinced of the value of power and the more determined to strike back in the future with stronger methods. The sustained power struggle brings mutual antagonism so strong that each party comes to have one desire: retaliation, to (3) revenge his own feelings of being hurt. Children can come to regard being considered vicious a triumph, and since that is the only triumph they can obtain, it becomes the only one they seek. (4) A child whose antagonism is successfully beaten down, may be discouraged to such an extent that he cannot hope for any success whatsoever. He only expects defeat and failure and stops trying. He hides himself behind a real or imagined inferiority. He uses his inability as a protection, so that nothing will be required or expected of him.

During group discussion the chairman posed hypothetical situations; possible responses were suggested by the group and then evaluated in terms of immediate needs, and long range goals.

Among the many helpful "rule of thumb" techniques for coping with disturbing behavior included limiting verbal reminders to a single one; permitting natural consequences to become operative, except where life and limb might be endangered; and responding to each action immediately and individually to preclude a useless "blow-up." It is vitally important to reject the child's behavior, not the child, and that he understand this. A child must be valued because he is, not because of useful or useless behavior.

The ideal classroom provides opportunity for the children to share, to help, and to be helped by each other. To effect this would require a revolution from conventional procedures, but would be worth it in providing meaningful social experiences and responsibilities.

GROUP VII - MENTAL HEALTH IN THE CLASSROOM

Recorder:	Mr. Sam Dean Teacher Tipp City Schools
Chairman:	Dr. Darwin Hunt Associate Professor of Psychology University of Dayton
Consultant:	Miss Margaret Haley Elementary Counselor Tipp City Schools

The two presentations consisted of demonstrations of the Ojemann Technique of helping children understand why they and other people behave as they do through the use of stories. The sessions were conducted by Miss Margaret Haley, Guidance Counselor in the elementary schools of Tipp City, Ohio. The demonstrations utilized a heterogenous group of fifth grade children.

Miss Haley read a story to the demonstration group about a typical incident in which a child misbehaved in school. It was an open-ended story in which no apparent reason for the misbehavior was given, nor did the story supply the reactions of the other children or the teacher to the child's misbehavior. The demonstration group was to reflect upon the incident and try to supply logical "reasons" for the action of the child in the story. This was accomplished through several phases. In one phase, the group considered what they themselves might have done if they had been any of the characters in the story. In another phase the group considered "reasons" for the story-child's misbehavior from the standpoint that everyone has certain basic and psychological needs, and this child was trying to meet these needs through adverse behavior. Later some of the group acted out the story situation through the use of "role playing". The children seemed very enthusiastic about the stories and the opportunity to react to the problems involved. They did quite well in building theories about why the story-child misbehaved, and how the situation could have been handled by the characters involved. The children brought out many "needs" that the child who misbehaved could have been attempting to fulfill.

Numerous questions were asked following the demonstrations. Many of the observers questioned whether a classroom teacher had the guidance background to qualify him for conducting these sessions. Also, they were concerned with the possibility of using the actual situation instead of the hypothetical story situation. Miss Haley brought out that through the use of this type of guidance, both children and the classroom teacher can gain information about each other; the children seem to enjoy expressing their feelings while others listened; and children can see that others have the very same problems that they may have.

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GROUP VIII - PARENT-TEACHER CONFERENCES

Recorder: Miss Sue Ann Mitchell
Teacher
Tipp City Schools

Chairman: Mr. William Bechtol
Project Director of Ungraded School Study
Tipp City Schools

Consultant: Mrs. Martha Noffsinger
Teacher
Tipp City Schools

Consultant: Mrs. Ruth White
Teacher
Tipp City Schools

Consultant: Mrs. Dorothy Zimmerman
Teacher
Tipp City Schools

Parent-teacher conferences are one of the most important parts of school life. The purpose of the conferences is to give each parent a picture of the educational achievement of his child, and to permit the teacher and parents together to plan the best educational program for the child.

Mr. William Bechtol, former principal in the Tipp City Exempted Village School District, presented background material on parent-teacher conferences conducted throughout the system. Conferences were first started with the idea of only bringing in the parents of the problem children. They have now evolved into having conferences with all the parents. One day is set aside by the Board of Education for parent conferences. Teachers also schedule conferences before and after school.

Volunteer teachers demonstrated two mock conferences. Mrs. Ruth White, kindergarten teacher, discussed with a parent the child's problem related to adjusting to school and it was felt by the teacher that a parent conference would help her to discover reasons for the child's behavior. The purpose of the conferences was to find ways to help the child develop a more positive attitude both at home and school. Mrs. White used the approach that she was asking the parent for help and ideas on how to control the child's behavior. This was a very successful conference, not only because of the help given to the parent and the teacher in understanding the child, but also the rapport that was established.

The second conference was presented for the intermediate school years to discuss a student's achievement test results. The parent was given the test data and shown where the child placed on his class and national norms. The teacher suggested techniques for assisting the student with his weak points and possibly why there is a weakness present. The parent was encouraged to ask any questions about the child's achievement.

Mrs. Martha Noffsinger discussed methods for motivating parents to discuss their children. Typical questions a teacher could ask parents would include the child's feelings toward school, his home life, his social life, and his special interests. One can usually tell if a parent thinks the questions are prying by his reactions. "I don't know" and "I can't remember" are reactions that might indicate the parent doesn't care to discuss it. Drop the subject. Nothing will be gained by continuing.

It was felt that this demonstration illustrates the importance of parent-teacher conferences. "Every word you say to a parent about his child is like a live coal. And like a live coal, it can warm the heart of a parent or make him burn. That is why time, thought and caution is necessary when preparing for and conducting a parent-teacher conference. At that moment you are speaking to the parent about his child.

GROUP IX - COORDINATION AND PERCEPTUAL PROBLEMS IN LEARNING

Recorder:	Mr. Tom Hehmeyer Teacher Tipp City Schools
Chairman:	Dr. Norman Gilbert Professor of Education Wittenberg University
Consultant:	Mrs. Karol Lee Body Management Instructor Dayton City Schools

Mrs. Karol Lee, Body Management Instructor, Dayton City Schools, presented a film depicting perceptual problems with elementary children. This program is referred to by many different names: Body Management, Training for Academic Advancement, and many others, depending upon what the administration likes to attach to it. Mrs. Lee indicated she does not like that program to be referred to as the Kephart program because the instructors in Dayton use many other techniques in addition to Dr. Kephart's.

This program started approximately ten years ago through the efforts of Dr. Mary Anne Frostig from Vienna, Austria, now of Los Angeles, Dr. Carl Delacado from the Institute of Human Potential, Philadelphia, Pennsylvania, Dr. Newell C. Kephart, Purdue University, Dr. G. H. Getman, and Dr. Elmer P. Kane.

The program started mainly through the efforts of Dr. Kephart, who tried to identify techniques to assist the mentally retarded child to work up to his capacity in the classroom. His theory is that all learning is basically motor. After realizing outstanding success with the slow learners and the mentally retarded, Dr. Kephart decided to extend his program to include the normal child.

Dr. Kephart's theory that if one of the seven stages of brain development (Motor Process, Motor-Perceptual Process, Perceptual-Motor Process, Perceptual (form), Perceptual-Conceptual, Conceptual, Conceptual-Perceptual), is not fully developed, the child will encounter difficulty later in the classroom. A child may skip one of the developmental stages but he must compensate for what he missed. Mrs. Lee used the example of the little boy who could not do very fine motor skills but was an accomplished pianist for his age. Dr. Kephart refers to this a "splinter skill."

Another factor to be considered is maturation. It has been demonstrated that most children will out-grow their problems but in the interin, the child has become very frustrated.

In the Dayton City Schools and the Tipp City Exempted Village Schools, the students are given a five-page test in an attempt to diagnose difficulties. Children are also referred by teachers, counselors, and school psychologists. Mrs. Lee stressed that one of the greatest aspects of their program is the one-to-one working relationship. With a good rapport established between teacher and student, eventual success occurs at given tasks, thus playing an important part in enhancing the child's concept of himself.

The following are some of the more significant factors which affect classroom achievement: coordination and balance, mid-line development, special awareness, hyperkinesis, eye coordination, dexterity, kinesthesia, and the state of being earth-bound.

Following the film presentation, Mrs. Lee demonstrated the apparatus used in the training programs and stressed the fact that you need not be in a wealthy school district to initiate a program of Body Management; The apparatus is relatively inexpensive and can be constructed by students.

The following publications were suggested:

1. The Slow Learner in the Classroom by Newell C. Kephart
2. Success Through Play by D. H. Radler and Newell C. Kephart
3. How To Train and Develop Your Child's Intelligence by G. N. Getman
4. Physiology of Readiness by G. N. Getman and Elmer R. Kane

CLOSING SESSION

PRESIDING

Mr. Alfred Scarberry

Good evening, before I introduce the speaker just a moment. Some place I have a note. Oh yes. Paul Hobble lost a dark rain coat, and it has his name in it. It was in the Broadway Building here so would those with dark rain coats, some time before the evening is over check it and if you would happen to have the wrong rain coat leave it in Mr. Baker's office, the principal's office, and we will see that Mr. Hobble gets it. Anyone else lose anything? Okay, we will go on with the program, and the first speaker of the evening will be the President of the Ohio School Counselors Association and he is also the Director of Guidance in Fostoria, Ohio. So, I am happy to present to you Mr. Walter Davidson at this time.

REMARKS

Mr. Walter Davidson, President
Ohio School Counselors Association and
Director of Guidance
Fostoria High School

Thank you very much, Al. Friends, and fellow counselors from across the many states, it is a true privilege that the Ohio School Counselor Association can act as a co-sponsor to this and the other fine conferences that are held in the state each year. There are a couple of things I would like to share with you about the work that OSCA is attempting to do. I should say is doing and attempting to do. Today, actually marked the first for us in a couple of respects. This is the first time in the history of the organization, the executive committee met some place other than Columbus. We met this morning here at Tipp City, and we would like to take this opportunity to thank the Tipp City Schools for making this possible. Secondly, I think for the first time in my remembrance, the next newsletter edition, which will be coming out around the first of January, will contain pictures and feature stories of one of our co-sponsored conferences.

I think most of you saw this particular publication in your packet of information entitled "Guidance in Ohio Schools" which was prepared by the Ohio School Counselors Association. At that time we printed 50,000 copies. Today at our executive meeting we authorized the printing of approximately 25,000 more. So, it has received rather wide distribution. These are available for distribution to any group with which you might want to use them. You may receive a supply by either contacting Chuck Weaver in Columbus, or myself, or any other Executive Committee member and we will see that you receive them.

OSCA actually functions through a number of outstanding committees. If I may, I will just mention a few of them to give you an idea of the breadth of our work. We have an elementary committee, and a legislative committee which have been very active. Those of you who have been members may have received the legislative report that we had hoped to get out prior to the election. Actually, some of you may have received it after the election since it was somehow held up in the mail. We have some plans and we hope to be working more in the area of legislation in terms of not only what is good for guidance, but what in turn will be good for education in the state.

We mentioned earlier that in your folder was an application for membership in our organization. A number of you have taken the opportunity to join and we are most grateful. As elementary guidance moves more and more to the front, I think the state association can do more and more to insure its growth. So, won't you help us to help you by giving us your membership support? Actually, the only source of funds we have is the $2.50 membership and it takes a lot of dollars and a lot of members to do the job that we would like to do.

Again, thanks very much to Tipp City for this fine conference and for giving me the opportunity to be with you. It has been a real nice day.

PRESIDING

Mr. Alfred Scarberry

Thank you very much, Walt. The next young man on the program, I am sure many of you have met at one time or another. If you haven't and you are in elementary guidance, you will meet him I'm sure. He is the Coordinator for the Elementary School Guidance for the Division of Guidance and Testing, the Ohio Department of Education. I was going to tell a story about him, but I won't. I would like to introduce to you at this time, Mike Shelley. Mike.

REPORT OF ELEMENTARY SCHOOL GUIDANCE PILOT PROJECTS

Mr. Michael Shelley, Coordinator
Elementary School Guidance
Division of Guidance and Testing
Ohio Department of Education

Thank you, Al. Ladies and Gentlemen, I would like to start by saying that the enthusiasm here today has been just tremendous. The conference has grown since last year. As I sat down I noticed that we had a full house. I never did receive the full count, however, I think there are around 600 registered. This is tremendous in our movement toward elementary school guidance in Ohio. I'm sorry that all of you did not have an opportunity to attend each of the group sessions. These speeches will be reproduced and put into a report and each of you will receive a copy of this report.

Our goal is to have our elementary schools in Ohio implement effective guidance programs with full-time certificated elementary school counselors. It seems apparent that the first goal of the elementary counselor would be to set up a program that is developmental and preventive in nature. This program would identify and give attention to problems that interfere with the normal child reaching his optimum adjustment in his personal, social, educational and vocational development.

Speaking of vocational guidance in the elementary school, I had a chance to visit one of our projects at the beginning of the year. The second grade teacher was doing vocational guidance. She asked each of the students on the first day of school to stand up and give their name and say what they wanted to become when they grew up. They were to say this in a poem. Well, the first little boy stood up and he said, "My name is Dan, and when I grow up to become a man, I want to go to Japan, if I can, and I think I can." And the teacher replied, "That is wonderful and I know when you grow up and become a man you will be able to go to Japan." You know that just gave me goose pimples to hear that little second grade student recite like that. The next little girl stood up and said, "My name is Sadie, and when I grow up and become a lady, I want to have a baby, if I can, and I think I can." And the teacher said, "That's wonderful and I know when you grow up and become a lady, you will have a baby." Now, the third little boy stood up and he said, "My name is Sam, when I grow up and become a man, I don't want to go to Japan, I want to help Sadie with her plans, if I can, and I think I can." You know early prevention is not only possible but it is just a good educational policy.

Some of you are wondering just what is happening in Ohio toward our movement in elementary school guidance. Well, for those of you who are not aware of this, last year the Division of Guidance and Testing allocated $200,000 for Pilot, Demonstration or Experimental Projects in Elementary School Guidance. These schools received a 50% reimbursement of the total budget. Last year 14 projects were approved throughout the state. One of the criterion was, that at the end of the year each project had to be evaluated. In your packet is a publication entitled, "Elementary Guidance in Ohio, The Compilation of Project Abstracts." This publication is a synthesis of the year-end reports of the projects. Also included in the publication is a statement as to the role of the counselor provided by the staff of each school.

This year we again allocated $200,000.00 for pilot demonstration projects using the same criteria, and approved 17 projects throughout the state. Of the 17 projects in operation, ten are continuing from last year. Another publication in your folder is entitled, "Summaries of Ohio's Elementary School

Pilot Projects." This gives you some idea of where the current projects are, the purpose of them, and who to contact in case your school district might be interested in initiating an elementary guidance program. We are encouraging you to visit these projects so that you will have an opportunity to gain some insight and understanding of elementary school guidance through our desirable models. I am encouraging you to share these two publications with your colleagues and administrators. If you need more, please write to the Division of Guidance and Testing and I will be glad to send you the number of copies you request.

For those of you who would like to keep abreast of the development in elementary guidance, I would like to announce a new publication entitled, "Elementary School Guidance and Counseling." This publication is published through the American Personnel and Guidance Association. For those of you who would be interested in purchasing this publication, it can be obtained by sending $3.00 to the American Personnel and Guidance Association, 1605 New Hampshire Avenue, Northwest, Washington, D. C.

I would like to close at this time because we have a man on the program who is respected and held in highest esteem. I am sure we will enjoy the remarks that Dr. George Hill will give us after the music presentation. Thank you very much.

PRESIDING

Mr. Alfred Scarberry

Thank you very much, Mike. At this time we will be entertained and we can all relax for just a moment. We have the Nevin Coppock Elementary School Sixth Grade Chorus under the direction of Mrs. Margaret Thompson. Mrs. Thompson.

Mr. Alfred Scarberry

I am very happy and feel quite honored to have the opportunity to introduce our guest speaker for this evening. I am sure that most of you either know Dr. Hill personally or have read some of his many publications. Dr. Hill is an outstanding author in the field of elementary guidance.

I recall an incident while attending Ohio University around 1960. The Education Building had a little open showcase and it was filled with the books that he had written, and I doubt if they had them all there. He has written quite a few texts in guidance. I did not know this until just a while ago, but he is also the national chairman of a committee studying the standards for counselor education. Dr. Hill is the Distinguished Professor of Education at Ohio University. He has traveled throughout the United States studying the elementary guidance projects, and I understand he has just returned from Hawaii. We feel quite fortunate in being able to have Dr. Hill for our speaker. As many of you know, he is nationally recognized and in demand throughout the United States. So at this time may I present to you our speaker for the evening, Dr. George Hill.

MAIN SPEAKER

Dr. George Hill
Distinguished Professor of Education
Ohio University

Someone once said, speaking through a loud speaker system is like kissing a girl through a screen door. I never tried that, so I don't know if the analogy is right or not. It seems to me when I was courting my wife, who is here this afternoon, we weren't hampered by such.

It's a real privilege to be here. I can't help feeling after listening to that marvelous music that we have just heard that it is an imposition to shift from that to hearing just another speech.

I am taken back to the days, many years ago, when our eldest was just a little girl and I talked for the first time over the radio. When I got home from my first radio presentation, our daughter Janet said to me in daughterly loyalty, "Daddy, you speeched good, but what did you talk about that stuff for?"

I also am acutely conscious that in the audience are many friends and many people whom I know well and who probably know me too well. I see in the audience also, some of my students and a good many of my former students who have heard me talk many times. I am reminded of an anecdote of which some of you may have heard, but I can't resist repeating it. It is of an experience I heard related by a great preacher, Dr. George Butrick, who said that when he was still the Chaplain of the Chapel at Harvard University he once gave a series of lectures at the Chapel in Cambridge. After about the third lecture a lady came up to him and said, "Oh, Dr. Butrick, I so enjoy these presentations of yours." She said, "You know each one is better than the next." That one creeps up on you. You come to appreciate it a great deal more if you do a good deal of what I have been doing for the last several years.

This is my seventeenth year in the state of Ohio, I feel like almost a native Buckeye now. My mother was, incidentally. It is a privilege to be here. I have been for the last 12 months, a kind of a peripatetic professor. If you don't know what that word is, you can look it up in the dictionary when you get home. One of my students said, I am so peripatetic that I have become ubiquitous. You can look that one up too, if you aren't too sure about it. And I have done a great deal of this on an eleemosynary basis. Now I defy you to look that one up. I heard a speech a good many years ago by former President Herbert Hoover, and he kept referring to eleemosynary institutions, and it fascinated me. It took me two weeks to find it in the dictionary, because I didn't know how to spell it.

For the last several months, particulary since the middle of September, Mrs. Hill and I have been on the road almost continuously. And as Al pointed out, I finally wrenched myself away from the fair "Island of Paradise." It is amazing, if you have had this experience. People who have been there almost want to sneak up to you and shout, "Aloha!" and put a lei around your neck, and give you a kiss. And I don't know quite how to account for that.

I'm telling you about my traveling because it is the background for what I have to say tonight. It's been my privilege to visit with a good many counselors working in elementary schools and to talk with people all over the country. Monday of this week, for example, I had a delightful visit and conference with one of the grandest gals in the field of elementary guidance, Joan Helpern, in Lexington, Massachusetts. Her boss was learning a lot from Joan. He is Dr. Jack Mondern, the Director of Pupil Personnel Services in the Lexington Schools. During the month of January, I am going to be, just by chance, in the southern part of the United States, in the Dade County Schools in Miami and Ft. Lauderdale.

Why am I doing it? I am doing it because, after awhile if you want to find our really what is going on in elementary school guidance programs, you have to go and visit with people in their native habitats. I have come to a tremendous conviction that especially those of us who are in counselor education, and also those of you who are practitioners in this field, or are principals or administrators in elementary schools should travel. I think it would do all of us a tremendous amount of good if we could all do that which I have been privileged to do and deeply appreciate.

There is a school of thought with respect to guidance in the elementary school that I have dealt with, "a chaos school." We don't know what we are doing and even if we did, we don't know enough to do it. Actually this business of guidance in the elementary school is kind of a mess. I have exaggerated this just a little bit, but what I would like to share some thoughts with you for the little time that I have tonight. I will get you out of here before 9:00 o'clock, believe me. I have excellent terminal facilities, especially when I have eaten a big meal such as I have and I see people falling off asleep. Now those of you in the back rows, I can't see you too well, but if you fall asleep, fall in the aisle and then I will know what is happening.

I would like to share with you a few of what I have called "periods of substantial agreement in practice" in this field. I make more pretense of being a high level theoretician when it comes to the matter of guidance in schools. However, I do take pride in some perceptiveness with respect to what people are doing, how they feel about what they are doing, and what they think they are getting done.

There is a tremendous amount of variety as to what is going on in schools, in the name of guidance. People are called counselors, child development specialists, child development consultants, visiting counselors, counseling consultants, and so on and so on. You know there are a lot of titles for these functionaries in elementary schools. While they are doing somewhat different things, from place to place, this does not in my opinion, add up to a state of chaos or confusion in this field. As a matter of fact, if I were to summarize in one sentence what I have to say to you folks tonight, it would be that variety of practice in elementary school guidance in large measure reflects sensible creativity in elementary school guidance.

It doesn't bother me one iota if two people in two different schools were called elementary school counselors and are performing somewhat different functions providing they know what they are doing, know why they are doing it, and that they try to find out if they are getting anything done. If you have all three of those things, what you are doing doesn't make too much difference if you are truly a professional. Now, if you aren't a professional, it doesn't matter. But, if you are a professional, let me say that this is not a holy trinity of concepts. Forgive me, but this is perhaps a three-fold way of looking at your job, whether you are a classroom teacher, a counselor, a school psychologist, a school social worker, or even if you are in the lonliest of all professions, a university professor. You should know what you are doing, why you are doing it, and you should know whether you are getting anything done. Believe me, the last of the three is the one which we know least about.

I started in this business a great many years ago, and occasionally I get reminded of how many years it has been. In some colleges, and some small colleges in particular, they have orders of seniority in which they arrange people for the commencement procession. Perhaps they had that in your college when you received your degree. They did in mine. I recall once when I was on the faculty of a very small college out in Iowa, a man was running up and down lining people up properly. His name was Henry Cathlena, bless his soul. Somebody said, "There goes Henry with his order of senility." I have always enjoyed that, though I enjoyed it a lot more then than I do now. I shouldn't talk about my age especially with my wife present, but of course, she is a great deal younger than I am. It gets rather interesting as you go along a bit and your hair gets white and people begin to speak of you as an elder statesman in the field.

You know, ever since those earlier days when I started in this guidance business back in Illinois, people keep saying, "What do you do? What does the counselor do?" Do you know what they ask now? They ask, "What do you get done?" There is a difference. There has been a distinct shift in the public reaction and attitude, and the reaction and attitude of other educational practitioners with the respect to our job. However, this diversity of practice in the work of the elementary school counselor and even this diversity of titles doesn't bother me too much.

Out in California they have people who are called elementary school counselors and have for years. They take great pride in pointing out they have had counselors in the Long Beach Elementary School for over 30 years. However, a lot of the school counselors in Long Beach are school psychologists. They started calling them elementary school counselors because they found parents were accepting to the role of this title more than they were the psychologists who were somewhat in suspect in those days - and still are in some quarters for that matter. I went to other school systems, I visited some where they had visiting counselors in the elementary school. They are school social workers, and they make no bones about it but their identification is with the field of social work. So there are all kinds of titles. With this variety, we will ultimately sift these things down and titles will become more uniform. However, at this stage of the game it doesn't bother me one iota.

Now, what are some areas of substantial agreement? As I state these, and there are several of them, I hope you keep in mind, I am not talking to you about absolute consensus. I am talking about how things looked to me as I have traveled about the country. I'm also referring to the surveys of Ken Green and others working in our institution, and the work of the counselors in the schools across the country. These are things which seem to me to emerge as substantial bases for proceeding with the guidance movement in the elementary schools without the feeling that is expressed as I put it a little bit earlier, that we are in a state of chaos.

Now, some of these will be very obvious and others underlined very briefly. First, there is substantial agreement as to need. This is seen by all the perceptive educators that I have had anything to do with. This need is very closely related to a series of what might be called explosions on the educational scene in the last two years. The terrific explosion of knowledge which has imposed on the elementary school teacher responsibility far exceeding what the elementary school teacher had to face when I was a kid in school. There was an explosion of fear which hit us when the first Sputnik went up in the air and when the critics of educational practice began saying we were doing a lousy job in our schools, the educators should be kicked out, admirals put in charge of our schools and be made professors of history. There was a tremendous explosion of change which hit us, the children, and the children's parents in such a way that everyone wondered how we could possibly educate children in a world of today when we knew a world of tomorrow will be so different. I would like to add one to these explosions, if I may. There has been a terrific explosion of concern and of know how. We know more today about how to run good schools than we once did. As professionals, it bothers us that we aren't able to put into practice the knowledge we have.

I feel sometimes like the Arkansas farmer. The county agent couldn't get him to come to the meetings and learn how to be a better farmer. Finally the agent cornered him one day and said, "Alf, why aren't you coming to the meetings?" And Alf said, "Well, sir, you know, my knowing is already so much better than my doings, there ain't much use knowing no more than I already know." In educational practice, we are in this same stage. We know so much more than we seem to be able to do. There has been an explosion of professional knowledge which has imposed itself upon us. The day of the self sufficient teacher who does not need help is gone. There is a need for supplementary services to enhance and enrich what the teacher is able to do. The need for this, beyond that which we have more currently had in our schools is now almost universally recognized. There is substantial agreement as to purpose. I can't elaborate on these like I wish I could.

I heard Otis Findlay of the Urban League in New York City talk to the superintendents on our campus a summer or two ago. Otis really peeled the hide off these superintendents. He really went after them, and they took it. During his main theme, he stated, "Gentlemen, the main trouble with American education today is that you're trying to educate youngsters from the neck up when what you really should be doing is educating children to become humane and responsible citizens."

Our concern is for personalizing and individualizing education so it reaches every child. This is the purpose of a good educational system in which the guidance worker is a contributory, or what Harmon Grahams has recently called, a facilitating agent. I like that term: a facilitating agent, to assist in creating better conditions for learning and maturing on the part of children. This as a concept of purpose is a point of substantial agreement among elementary educators today.

There is also in the third place a great deal of agreement, not unanimous, but a great deal of agreement as to the necessary element in a good elementary school pupil personnel program. Now notice I shifted from guidance to pupil personnel. I think we have to see this in terms of not one kind of professional functionary in the school but probably several kinds of professional functionaries in the school. I wish I had more time to develop this point as clearly as I would like, but let me just run down some of these very hurriedly.

The enhancement and enrichment terms that I used so many times as a concept that I would like to emphasize here, are not new concepts. These are program elements in a good pupil personnel program that we have long seen as desirable. For example, the enhancement and enrichment of the children's study program. The guidance emphasis in elementary schools is doing an interesting thing here. It is turning the attention from the child as an object of study, whereby we may know him better, to see the child as a partner in a process of self study. This is the great contribution of the guidance thinking in the elementary school today. If you look at a child study program, from the kids' standpoint, then it becomes a different kind of study program.

A second program emphasis of wide-spread agreement is the need for collaborated leadership on the building team. This is where the elementary school counselor is playing his or her most significant role. Notice I don't use the word "consultant." I have just about gotten to the point where I would like to ban the word "consultant" because it suggests someone who we consult because he is in a position of superior wisdom. I much prefer the word "collaboration." I kicked this word around with Joan Helpern the other afternoon and she agreed. She kept talking about her collaborators and I love to hear someone use the term. The counselor in the elementary school is more and more being seen as a person, a co-worker with teachers, who collaborates in the development of better educational programs for children.

Now, there are some other things that I would like to list and let me very hurriedly do this. The coordination of home and community relations in a good pupil personnel program in the elementary school is essential. Also, a proper emphasis should be placed on research. I wish I had time to elaborate on this particular point. My friends, I really think that one of the most desperate voids in American education is the lack of adequate research and development programs. The amount of money being put into educational research in our schools is absolutely puney compared to the money they put into the much less significant productive enterprises today. We put billions into scientific research and half millions into research on the most important product we have: our children and young people.

Finally, in these programs emphases I would like to insert one which I think is of great significance, but about which there isn't nearly the agreement of these others. I refer to the emphasis on vocational guidance in the elementary schools.

I got a big kick in the Detroit area two weeks ago. I got a wallop out of the program going on in the inter-city schools in New York and Detroit concerning vocational guidance with elementary school children. We need to give earlier and more systematic attention to the orientation of children to the world of work and move them toward their own conception of themselves in the world of work.

Let me now turn to a fourth area of agreement, and this has to do with the management and organization of the elementary program. There are some very significant areas of agreement here. Again, I don't want to talk exclusively about what might be called an elementary school guidance program because you can't think of a guidance program in an elementary school as separate and distinct from the total program of pupil personnel in instructional services. If you do think of these terms and try to work in these terms, you're sunk in my opinion. One aspect of agreement with respect to organization and management is that we can no longer leave these things to incidental planning and leadership. I suppose this is self evident. We have known, as educators, for a long time that if you want to get a particular job done in the school, you have to assign responsibility. You have to assign it to someone who knows how to carry responsibility. You have to carry through with collaboration, supervision, leadership, and an evaluation of the effective exercise of this responsibility. I like very much what I have heard Jim O'Hara, of the Cincinnati Schools, say many times. He says that what is needed in our elementary school guidance programs is not so much more of it, but that it should cease to be incidental as an element in the program of the elementary school.

I coined a rather corny set of letters with respect to this, which I call "Operation Plea." P L E A; I want to be sure I spelled that right. The guidance program of the elementary school must be planned, it must be lead, it must be executed, and it must be assessed, if we are going to have a good one. You see there are a lot of people saying, "Why yes, we have a good program of elementary school guidance. We understand our children and we are concerned about them. Everyone loves children, maybe not all of them, but most of them. Sure we have a program." This takes me back to 30 to 35 years ago when they were saying the same thing in the secondary schools. The people who argued, in those days, that they had a program, though it was incidental, were just as wrong as the people in today's elementary schools who say that you can have a good pupil personnel program without having it planned, lead, executed and assessed.

The team approach is universally accepted as basic to the management of a good elementary school pupil personnel program. I think probably in these visitations that I have been doing, things that have given me the biggest kick is to sit down with people from different disciplines or from different disciplinary backgrounds, and hear them talk with each other about how they work together. I would like to refer to John Mertz and his associates in Denver. There is a school social worker, a school psychologist, a school counselor on the building team, a principal, an assistant principal, and an assisting teacher. Of all things, they have in the Denver schools people who are called assisting teachers. These are people who are trying to become assistant principals. By the way, do you know what an assistant principal is? An assistant principal is a little mouse working around the office trying to learn how to be a real rat. Now, my principals and assistant principals here, please forgive me for that, will you? Actually, I should have said that was the definition of an assistant dean, and as regard to deans that is true. These people from Denver were talking about how they worked together. It was an inspiring example of how, when people get together and become less concerned about their own particular prerogatives, their own particular status, and their own particular security, which doesn't matter one iota if it doesn't make any difference to kids, and begin talking about how they could more effectively serve the children in this school. Then one can see real team effort.

Believe me, my principal friends here, and I hope you are still my friends. If you are thinking of putting a counselor on the team of your elementary school, please don't until you are sure that the rest of this team is at least in a willing mood to sit down and work out the related role of these different people on the team.

There is very substantial agreement as to the need for the better coordination of the pupil personnel services in our elementary schools. And pretty substantial agreement that this is a very important role to be played by the counselor on the building staff. You see what is happening in far too many elementary schools is that the school psychologist and the school social worker who typically are central office or district office workers do not have within the school itself the kind of coordination of their service. Theirs is a specialized service that best meets the needs of particular children. You get a good counselor on that team at the school, working with the staff intimately in the collaborative relationship with teachers, and you will have a person who can coordinate these services in a way that proves it well done, and to the delight of these other specialized pupil personnel workers. These are some areas of agreement in the general matter of management and organization of the elementary school guidance program.

Now, let me turn in this same connection, to a specialized aspect of this problem of the role and function of the counselor in the general coordination of these services in the elementary schools. We have a problem here with you teachers. I think this is a very interesting one and I don't think it is an insurmountable one. Let me express it this way. There are a good many elementary school teachers who are not at all sure but that the elementary counselor in the school is performing functions which are essentially the same as hers. I don't mean from the standpoint of instruction but from the standpoint of purpose or intended results. You may say a counselor in an elementary school is there to help enhance and enrich the learning experience of the children. But this is really the function of the teacher. I think in the Dreikurs mood, or in harmony with what he is telling us. That presentation he made this afternoon was one of the most down to earth and practical things that you will ever hear, because it is true. Teachers and counselors in elementary schools need more and more to sit down and say, "Look, what is it about what I am doing that bugs you?" You know what the word "bugs" means? It means what bothers you or what concerns you. Is that better? I want to be sure to get proper, scholarly language in this talk. It is good for the elementary school counselor to meet small groups of teachers and say in affect, "This is what I do, does this bother you in any way? Is what I'm doing something you see as contributory to what you are doing? Can you see differences in the way I approach common problems to the way that you approach them?" There is quite a little bit of evidence that a good many elementary school teachers see the elementary school counselor as being a person who is performing essentially the same job that they perform. I think it is very important for us to toss this out in the open, to talk about it freely and openly to each other.

I am talking now particularly to those of you who are elementary school counselors. Don't be afraid to admit to teachers that you are simply a special form of teacher. Believe me my friends, if you are counseling children, then you are teaching children. Counseling is only a specialized form of teaching. Now some of the specialists and theorists in this field don't like that kind of talk, but this is true. They all say to us that we must know learning theory in order to be good counselors. Most of the theories of counseling are based on certain theoretical conceptions with respect to learning. I think it is a good thing for counselors in the elementary schools to say to their teacher friends, "Sure, we're teachers, too. We are doing a special kind of teaching job which we hope makes your kind of teaching job more effective and enables you to work a little bit better with those children with whom we are privileged to deal."

Now let me turn to number five. This is another agreement which turns in a little different direction. Here I must admit I am talking about an area of agreement which may reside mainly in my own head. My father, who was born and raised in the midlands of England, used to love to tell stories that came out of that particular section of dear old Darbyshire. The accent the Darbyshire men used was not quite so broad as the Yorkshire accent. A farmer in the community always did things differently from any other farmer in the area. His name was Johnny Botham. Johnny would plant his oats at the wrong time and he would harvest them at the wrong time. Everything Johnny did was different. However, he was very proud of himself as a farmer. Somebody asked him one day at the market in Chesterfield, "Johnny, how do you decide to do things so differently from us?" "Ah, Ah he says, I asks my head." Now, I will translate that phrase, "I asks my head." And I am now asking my head. I guess that wasn't very good. Thank you. I have a loyal student up here who had better clap. Now this is one that I am keenly concerned about. We need to upgrade the preparation of counselors who work in the elementary schools, and to establish standards for their preparation. And may I say that the Association for Counselor Education and Supervision has three committees on standards. One of these is a committee on standards for the preparation of elementary school counselors, of which Merle Olson is the chairman. Our Jim Grubb is a member of that committee. May I say something to you educational practitioners in the schools of Ohio, especially you principals and superintendents. One of the greatest needs for the better preparation of elementary school counselors is for school systems to be willing to put more time, money, and energy into the provision of internship situations for our students. We are not going to have the kind of professional preparation of elementary school counselors that we badly need until we get an internship system that really functions among large proportions of the people who take preparation in elementary school guidance. I think it isn't by chance at all that the proposal of Ohio University is for a year long institute for the preparation of elementary school counselors for the year 1967-68. Now understand, we haven't got it yet, but we are going to. It's not at all by chance that one full quarter of this preparation program will be a full-time internship in schools. Since we have funding from Federal sources, we have no problem of getting cooperation from the schools. Now somehow or other we must get the school systems' support of the State of Ohio. We must have money for the purpose of supplementing the preparation and the prospective professional workers in our school. I hope you people, who feel the way that we do about this, will do everything in your power in your own districts to try to bring about the happy day when we have internships for our prospective school counselors. This is a tremendous need.

In the same connection we badly need the two-year preparation period for elementary school counselors. I hope any secondary school friends of mine will forgive me for this, but I am not at all sure that two years of graduate preparation for secondary school counselors is nearly so necessary as two years of graduate preparation for elementary school counselors. In these two years of graduate preparation, I would include at least a half year, and if I had my way, a whole year, in a supervised internship situation in a good school system. I don't mean by this two years on campus. That would be good for them, of course, but the internship, I think, would be good for them, for us, and for you. Believe me, internships in your school does things to your own school situation.

Another point of agreement which has grown on me as I have traveled around to these schools is the great need for, Mike pointed this out, the great need for the pilot programs as are beginning in Ohio. And I hope you people will take him up on this. There is a terrific need for the spreading and dissemination of findings from your local experimental and pilot efforts in elementary school guidance.

I sat in a session with the Los Angeles County School District Guidance Coordinators and their leaders in the county office and state office: Jerry Miller, Harry Smallenburg, Fern Adam. I heard them trying to figure out ways in which the special prediction study of the potential drop-out in the elementary schools in the California Unified School District could be shared with the other school districts at least in the Los Angeles County. Of course, to try and share anything in Los Angeles County is quite a problem, because first of all you have to share the risk of your own life, just getting from one place to another. But all over the country there are exciting and interesting things.

I sat in a school called the Leenapoonie School in Honolulu not very many weeks ago. It is a unique place. The primary school is for children all living in a huge housing project. They are doing things in that school which it would be marvelous to be able to share with people in other schools, and yet almost no one even in Honolulu knows what they are doing. You see what I am getting at? We have a tremendous job of the sharing and disseminating of ideas with each other. Here is where the leadership of our State Department of Education, I think, is highly significant. They are increasingly striving to help us with this particular idea. Part of this concept is expressed in this conference as well as through leadership of the Tipp City Schools and the Ohio School Counselors Association.

Now, I could spend some time particularly talking about the functions of the elementary school counselor. I am sorely tempted to do so, although I am reminded of something that I think Mr. Hammerskjold was supposed to have said early in his days as Secretary General of the United Nations. He suddenly adjourned one session that had gone on for a long time and said that after all, the human mind can only stand as much as the human tail can endure.

When Mr. Hammerskjold was on our campus not too long before he died, he conducted a press conference at the end of the day. A lot of questions were asked and he told this little story about having spoken on the United Nations and private diplomacy on another campus not long before. Afterwards a man came up to him and said, "Oh, Mr. Hammerskjold, I so appreciated the talk on the United Nations." He said, "You know I have been so confused about the United Nations." Mr. Hammerskjold said, "Well, sir I hope you are no longer confused." And he said, "Yes, I am still confused but on such a higher level." So, you may be confused about what I have had to say about some of these points of agreement or common understandings in this field, but feel confused at a little higher level. Let me close, however, with sort of a plea.

I once wrote something that was edited by a great man. Now, across a margin from what I had written in this little monograph, that several of us were putting together, he wrote one word, "hortatory." I wasn't at all sure at first whether that was a decent word, but I looked it up in the dictionary and I found that it meant preaching. I am getting a little hortatory at this point which may indicate to you that I am the son of a country preacher. And by the way, contrary to the opinion of many people, sons of country preachers are not all rascals all of the time. However, I feel almost like saying, "My dearly beloved brethren, if there is anything out of what I have said tonight that I would like to leave with you as a plea it would be a plea to keep an eye on the main concern." I think the thing that worries me more than anything else about educational practice today is the evidence of what you might call professional provincialism. This is the tendency on the part of the school worker who has one particular job to say that no one is going to trespass on his domain. He says to the person who has a job in another area of educational work, "Keep out, this is my job." Over the years, and this is my nineteenth year in the State, I have never yet seen, and this is the gospel truth, I have never yet seen a school staff who would get together and start talking about their mutual relation and their mutual responsibilities that didn't come up with a pretty doggone good professional solution as to how their roles and functions fit with each other.

The committee I think is doing a wonderful job in the definition and role of the elementary school counselor for APGA. I think our Standards Committee is doing a good job of establishing standards for counselor education. I think the American School Counselor Association's Committee on the role and function of the secondary school counselor did a magnificant job. I think certain of our state groups are doing a good job with the same thing. But believe me, these will not matter very much unless you and I in our particular schools sit down with our colleagues and thoughtfully work out together what are the roles and functions of the pupil personnel workers in this school or that school and discuss how these roles and functions can be more effectively integrated with those of the classroom teachers, the administrators, and the instructional supervisors. If we don't do this in the local school, then it won't matter very much. Now don't go out of here and say the professor said, that he doesn't think the work of the national committees and their work in state committees was not important. I did not say that. These are important things to do. They can be guidelines to our local studies of roles and function. However, unless we do this role and function study in our local districts it will never really matter. A role study and function study simply says, here are the things which we think we can most effectively do. How can we help each other do more effectively that which each of us think we ought to do? I admit that this is a big order.

I am going to close with a story again which I know some of you have heard me tell. When I go to a conference like this I find many people looking kind of tired. Phyllis McGinley wrote a very wonderful poem in The New Yorker magazine. I often think of it as I see people looking like you do. It went kind of like this, "No fame I seek, before was my eye a simpler goal I keep. I hope just once before I die, to get sufficient sleep."

When you get back home, if you have picked up any ideas from this conference, or if you have become just a little bit intoxicated with new ideas, here is what you might do. I hope you will remember the story that I heard told by a former President of the University of Texas, Homer Raney, who got kicked out on the issue of academic freedom. I think it is so appropriate for the end of a conference. Homer Raney, after being expelled from the University of Texas, was running for the Governor of Texas. He had been campaigning all day and about two o'clock in the morning the telephone rang in his hotel room. It finally awakened him and he answered it. He said, "Hello." The voice at the other end of the line said, "Hello, Schoctor Raney," Dr. Raney said, "Yes." "Schoctor Raney I want to talk to you." Raney said, "Well, what do you want to talk to me about." And he said, "I want to talk to you about academic freedom." About this time Dr. Raney realized that the man at the other end of the line was not completely sober, anythink but it, so he said, "Well, I would be delighted to talk to you about this, but I have had a hard day. Why don't we get some sleep and we will meet at breakfast and by then you will be sober and we can talk about it better." The plaintive voice at the other end of the line said, "But, Dr. Raney, shat's the trouble, when I am sober I don't give a damn about academic freedom."

Mr. Alfred Scarberry

Thank you very much Dr. Hill. This next gentleman really needs no introduction. He has had one today, that is enough for anyone. So, I will just present Dr. Weaver. Dr. Weaver.

CLOSING REMARKS

Dr. Charles E. Weaver

Thank you again. You know this conference has concentrated on exploring two approaches to elementary school guidance, and as you can see by your program, they are the "Developmentally Centered and the Crisis Centered" approaches. We have heard it said today that the purpose of any approach is to motivate students. We have heard it said that we want to motivate them so that they will grow emotionally and intellectually as a result of their encounter with the curriculum. Now, how to motivate students has been the subject of many group discussion and the subject of many papers.

Last week, I heard The Reverend Bob Richards try to demonstrate by way of stories, the term motivation. And I would like to share one of those with you. He was telling about the Presbyterian Minister that wanted to add an addition to his church. He was trying to motivate his congregation to make necessary pledges for this church addition. He wanted to take care of it all on one Sunday morning. What he did, was to have each seat in the church wired electrically. When the service opened, he explained that the people were there to make their pledges for the addition to the church. He said he was anxious that this not be a prolonged session, and that he would like to have volunteers. So, he pushed some buttons, and he pulled a lever and people popped up all over the group. He said, that's fine, these are the people now that have pledged $250.00 to the church addition. Now, I would like to see all those that would like to pledge $500.00 to the church addition. And again, he pulled a lever. People popped up all over the church, and again he said that was just fine. Now, we are going to go for really the big one, all those who will pledge $1,000.00 to the addition to the church. And again he pulled the lever and there were one hundred Scotchmen electrocuted in their seats. Now, we certainly don't wish to electrocute any of you here this evening, but we do hope that each one of you has been motivated so that you will have a new idea you will want to put into practice as a result of this Sixth All Ohio Elementary Guidance Conference.

We are well aware that there is no right approach to elementary school guidance, as Dr. Hill stated. There are many approaches, but we do want you to continue to explore and we want to continue exploring with you at these All Ohio Guidance Conferences.

You so often hear that change is certain. I would like to assure you that it is. Here's what we have been asked to do at the State Department level. We are, according to the information that we have received, the only State Department of Education that has been asked to join a counselor education institution in another state to take a look at this question: Instruction in 1977 in vocational education in the elementary or secondary school by way of a system of communication satellites. Change is certain. Now this information is going to be incorporated into a paper to be presented by the American Vocational Association at a National Conference to be held in Washington, D. C., January 9-10, next year. What we have been asked to do in the Division of Guidance and Testing here in Ohio, is to be dreamers, visionaries, so that the educational community might have some impact on whatever global communications system is approved.

I think we are in a position to make three assumptions. Here is the first one: The technology for getting information to whomever necessary at whatever time most desirable is now available. Second assumption: A communication satellite by its very nature is international. The use of the communication satellite for educational purposes will have implications not only for Americans but for people all over the world. And a third assumption: You may also assume that schools and or education as we know them today may not operate in the same fashion as in 1977. We are urged to be imaginative in this regard, and to spell out how education might be organized and administered in a different fashion by use of education communications technology. We are also being urged to be imaginative about, as Dr. Hill mentioned, vocational education, and the kind of impact that it can have through use of education technology in our country as well as internationally.

We hope that you will continue to attend our All Ohio Guidance Conferences. As you know, our All Ohio Guidance Conference is held in September each year. Our Elementary School Guidance Conference is in November. Our All Ohio Junior High School Guidance Conference is April 28th. The West Carrollton City Schools will be our host for this particular conference. The theme will be "Guidance in the Exploratory Years." We are going to look ahead to our 7th Annual All Ohio Elementary School Guidance Conference. I just received the good news yesterday from Allen Richardson, who is in the audience, that Cleveland City Schools will be the host for our next Elementary School Conference. We are already looking forward to what Cleveland will be planning for us.

You know, at dinner tonight I was telling Dr. Hill that I have a daughter who finished her practice teaching and observation and began her teaching two weeks ago and is in the conference today. He said I was starting to contaminate her already with this guidance bit.

I think in this conference today you have seen the word "PLEA" in action as mentioned and demonstrated by Dr. Hill. You have seen a conference that has certainly been well-planned. You have seen a conference that has had excellent leadership by the Tipp City Educators. You have seen how efficiently it has been executed. You have been asked to assess the conference. We hope you will. We hope you have enjoyed it. Thank you.

Mr. Alfred Scarberry

In closing I would like to add just one small item to what Dr. Weaver said. It has been a successful day. The planning is important, but the fact that you people are here is the important thing. We do thank you for coming. In leaving, I hope we will have patrolmen on most of the intersections to help you get out of town and on your way home safely. Some of you have a long drive, so good night. Thank you for coming.